ქართული

Georgian

Language Guide

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Georgian 1.2
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Georgian
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

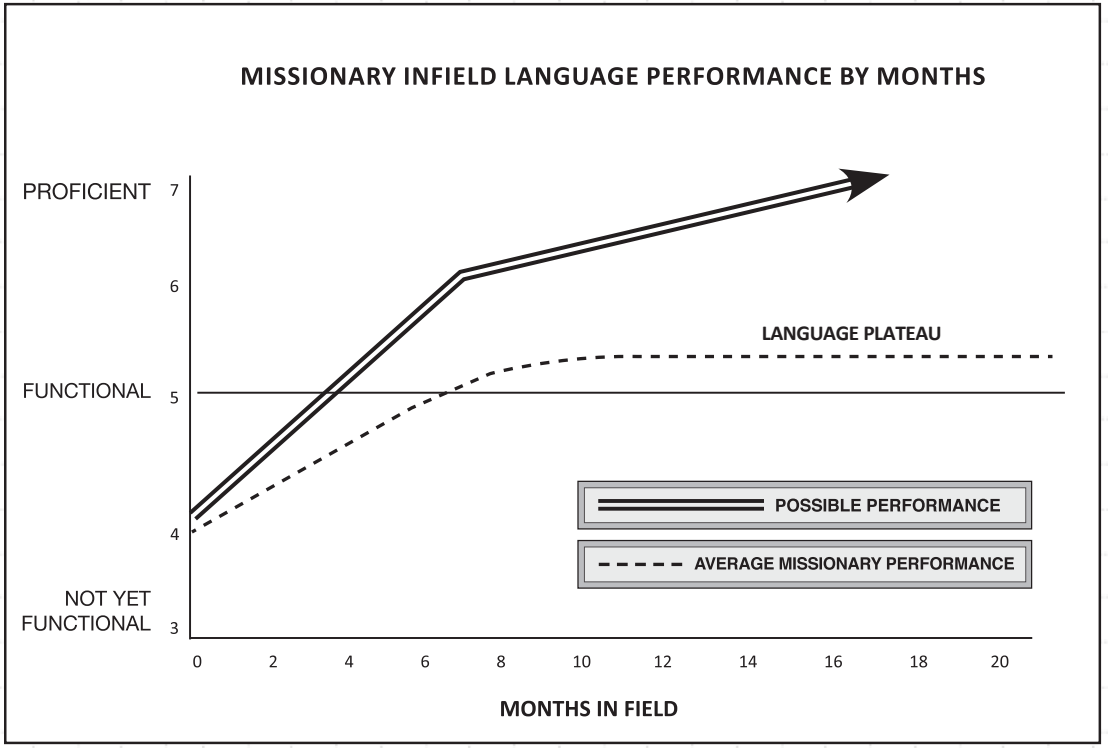
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



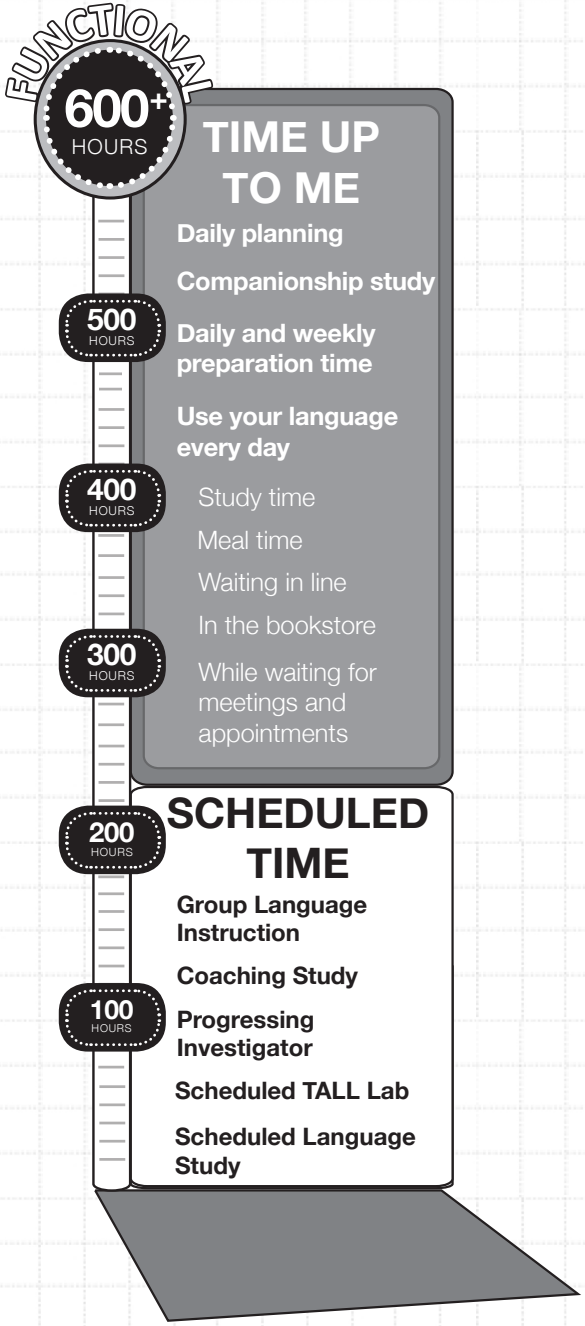
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

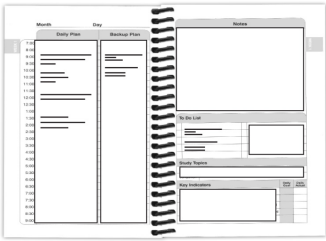
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [how]

- use every moment well
- use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.

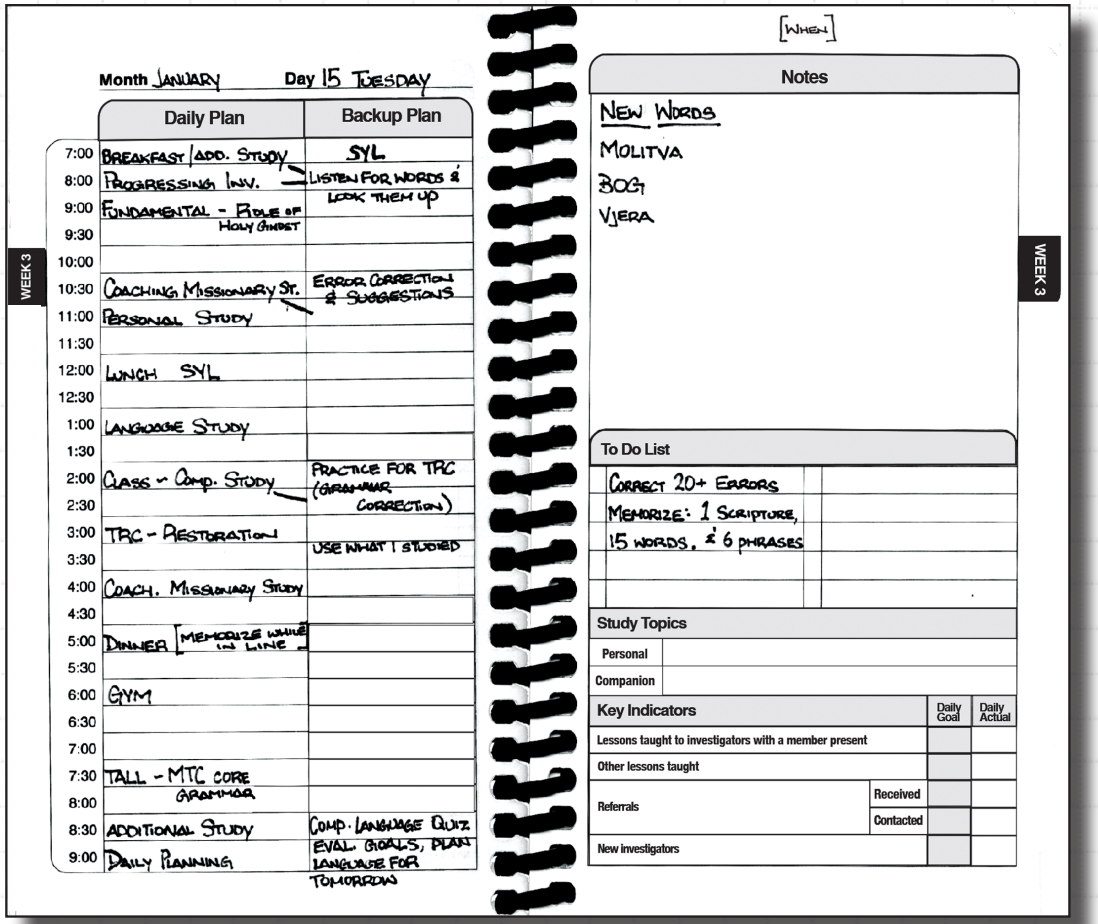
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.

- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

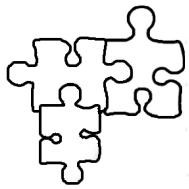
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

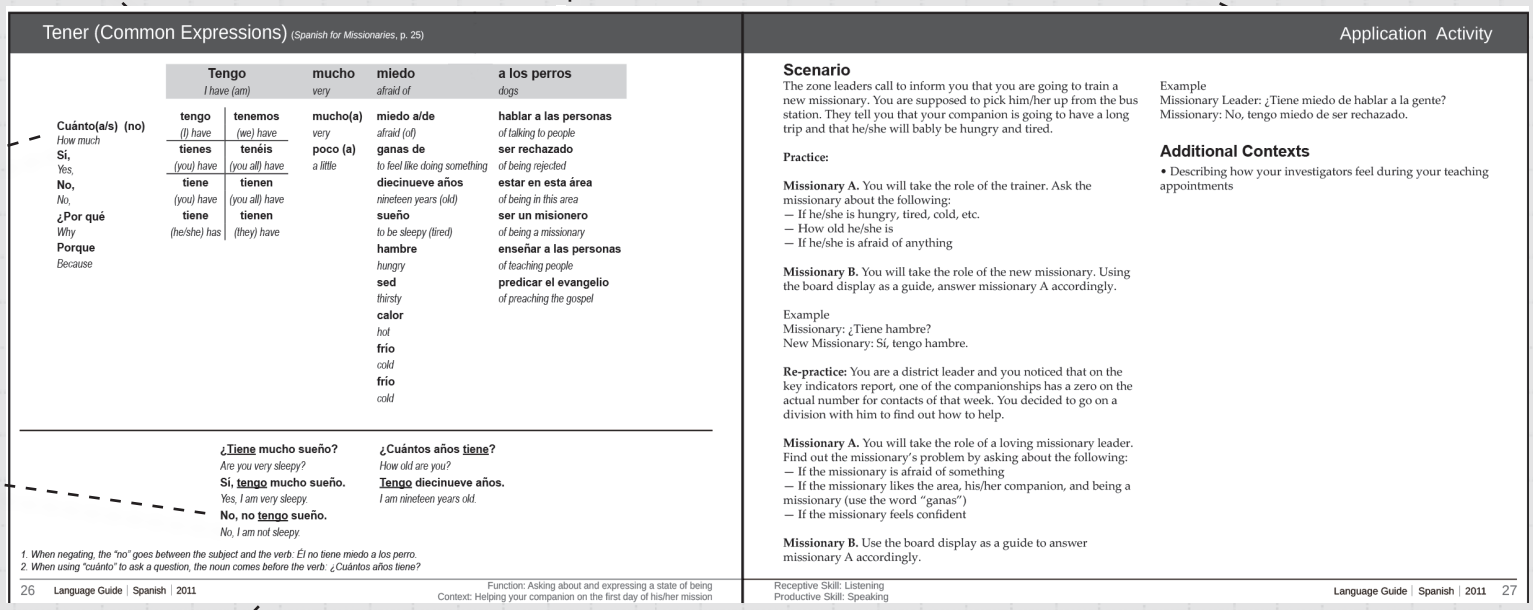
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

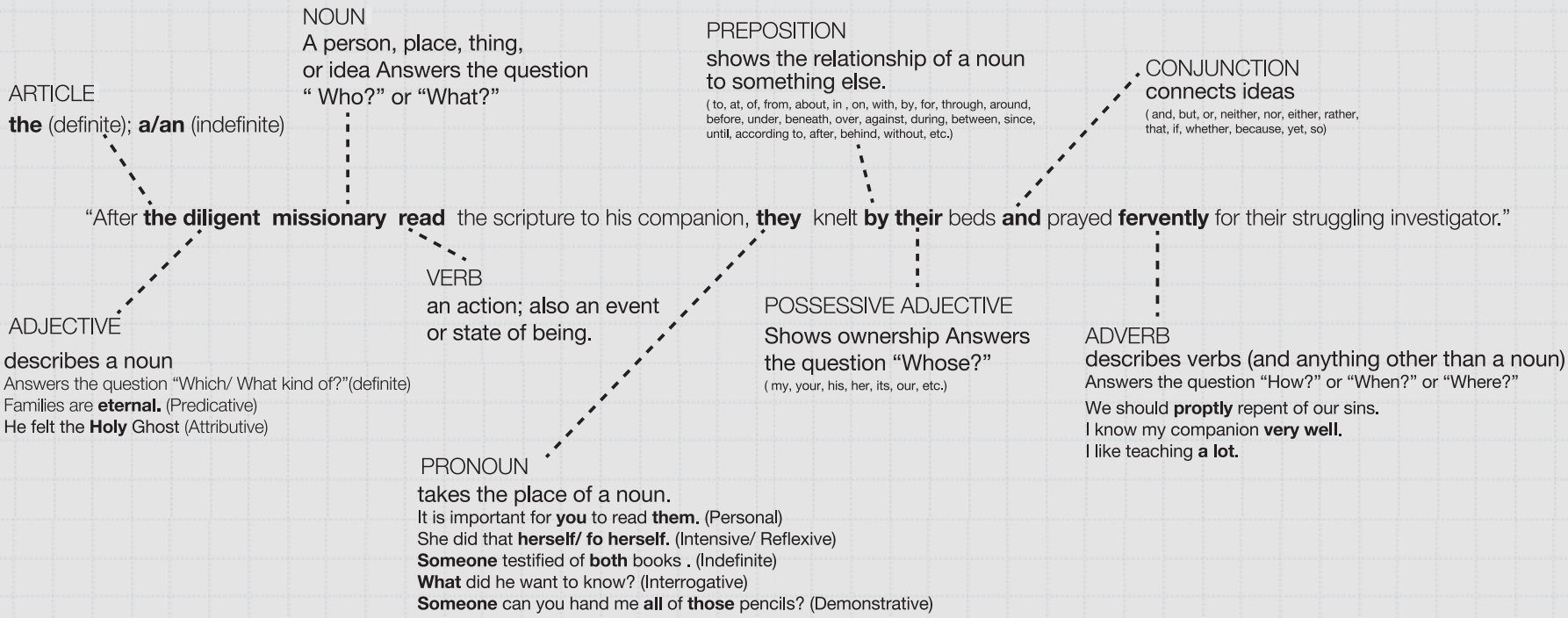
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Pronouns	
მე	I
შენ	You
ის	He/She/It
ჩვენ	We
თქვენ	You (formal) (pl.)
ისინი	They

Verb- My name is...	
მქვია I am called...	გვქვია We are called...
გქვია You are called...	გქვიათ You are called (pl.)...
ჰქვია He/She/It is called	ჰქვიათ They are called

Adjectives/Adverbs	
კარგი	good
სასიამოვნო	pleasant
კარგად	well

Verb: to be	
ვარ	I am
ხარ	You are
არის	He/She/It are
ვართ	We are
ხართ	You are (pl.)
არიან	They are
ჩემი	My
შენი	Your
მისი	His/Her/Its
ჩვენი	Our
თქვენი	Your (pl.)
მათი	Their

Places	
იუტა	Utah
თბილისი	Tbilisi
საქართველო	Georgia
კალიფორნია	California
ტეხასი	Texas
სომხეთი	Armenia
რუსეთი	Russia
თურქეთი	Turkey
ლიტვა	Lithuania
ამერიკა	America
კანადა	Canada
ლატვია	Latvia

Nouns	
დღე	*day*
გაკვეთილი	lesson
მოწოდება	message
ძმადნაფიცი	companion
დადნაფიცი	companion (f)
და	sister
ძმა	brother
უხუცესი	Elder
ეკლესია	church
იესო ქრისტე	Jesus Christ
ღმერთი	God
ოჯახი	family
შვილი	children
ადამიანი	person

Common Phrases			
დილა მშვიდობისა	Good morning.	გაიგე?	Do you understand?
კარგად ბრძანდებოდეთ	Good day.	ვერ გავიგე	I (don't) understand.
საღამო მშვიდობისა	Good evening.	რას ნიშნავს _____?	What does _____ mean?
ეს არის_____?	This is_____?	როგორ თქვა_____?	How do you say____?

Additional Practice:

Introduce yourself in Georgian to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself.

Greeting	Conversation	Response	Salutation
გამარჯობათ Hello	როგორა ხარ? How are you doing? სასიამოვნოა შენი გაცნობა. Nice to meet you.	მე კარგად ვარ. I am well. ჩემთვისაც. It's nice to me too.	ნახვამდის. Goodbye. მერე გნახავ. See you later.

Dat. Pronoun	Verb
შენ რა What you	გქვია? are called?
მე I	მქვია am called
მათ They	ჰქვიათ are called
მას He/She/It	ჰქვია is called
ჩვენ We	გვქვია We are called

This/These	Pos. Pronoun	Nom. Noun
ეს არის (ესენი არიან) This is (These are)	ჩემი my (m) შენი your (f)	ძმადნაპიცი(ები). companion(s). (m) დადნაფიცი(ები). companion(s). (f)

Nom. Noun
უხუცესი(ები)_____. Elder(s). და(ები) _____. Sister(s). ძმა(ები) _____. Brother(s).

Question
სად მიდიხარ შენს მისიაზე? Where are you going (on your mission)?

Going To	Dat. Noun + Post.
მე მივდივარ... I am going	საქართველოში. to Georgia.
ჩვენ მივდივართ... We are going	სომხეთში. to Armenia. რუსეთში. to Russia.

Question
საიდან ხარ(თ)? Where are you from?

I Am From	Inst. Noun + Post.
მე ვარ I am	იუტა შტატიდან from the state--Utah.
	ამერიკიდან from America.
	საქართველოდან from Georgia.

Have	Nom. Noun
შენ გყავს Do you have (animate) ვის ჰყავს At whom there is Who has (animate)	ოჯახი? a family? ძმები? brothers? დები? sisters? შვილები? children?
ჩვენ გვაქვს We have (inanimate)	გაკვეთილი. a lesson. მოწოდება. a message.

I Have	Family Members
მე მყავს I have (animate)	ერთი ძმა. one brother. ერთი და. one sister. ორი და. two sisters. სამი და. three brothers. ხუთი ძმა. five brothers. ექვსი და. six sisters

Tell	Us/Me	Object
მითხარი(თ) Tell (com-mand) გვითხარი(თ) Tell	მე me ჩვენ us	შენს თავზე about yourself. შენს ოჯახზე about your family. თქვენს ოჯახზე (pl.) about your family. შენს მუშაობაზე about your work.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction

Verbs	
სიყვარული	to love
სურვილი	to desire
ცოდნა	to know
მოსმენა	to listen
სწავლება	to teach
ნდობა	to want
მიცემა	to give
გაგზავნა	to send
ძებნა	to search

Interrogative Pronouns	
რა	what
ვინ	who
რატომ	why

Adjectives	
მნიშვნელოვანი	important
ბედნიერი	happy
ბოლო	last

Nouns	
ძე	Son of God
სიტყვა	word
წინასწარმეტყველი	prophet
მისიონერი	missionary
მორმონის წიგნი	Book of Mormon
ბიბლია	Bible
ჭეშმარიტება	truth
მიტევება/პატიება	forgiveness
ხსნის გეგმა	Plan of Salvation
წმინდანი	saint
ცხოვრება	life
მიზანი	purpose (goal)
წარმომადგენელი	representative

Pronouns	
მე	me (nom.)
მე	to me (dat.)
ჩვენ	us (nom.)
ჩვენ	to us (dat.)
შენ	you (nom.)
შენ	to you (dat.)
ყველა	everyone (nom.)
ყველას	to everyone (dat.)

Review:

Immediate Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought provoking questions, and providing a few simple statements of truth.

Grammar Help:

There are many important grammatical functions in this task. The most important is forming words in the proper cases. Nominative is the case we usually put the subject in. Genitive is the case we use when a noun has possession. There are a total of seven cases in the Georgian language, two are highlighted in this task (NOM, GEN).

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

Pronoun	To Be	Genitive	Nom. Noun
ჩვენ We	ვართ are	უფლის of the Lord ღმერთის of God იესო ქრისტეს of Jesus Christ	მისიონერები missionaries შვილები children წარმომადგენლები representatives

Question	Nom. Noun
შენი აზრით ვინ არის In your opinion who is	ღმერთი? God? ქრისტე? Christ?
შენთვის რა არის For you what is	უფლის სიტყვა? the word of God? ბედნიერება? happiness?

Why	__ important	For You
რატომ არის Why	ოჯახი family რწმენა faith ქრისტე Christ ეს this	მნიშვნელოვანი შენთვის important for you?

Connect Ideas

და
and
რადგან
since(because)
ასევე
also

Nom. Noun	Present Verb	Noun
ღმერთს God ქრისტემ Christ ის He	უყვარს loves იცის knows უსმენს listens	თავისი შვილები his children შენზე about you. ყველას everyone.

Erg. Noun	Past Verb	Nom. Noun	Gen. Pronoun
ღმერთმა God მან He	მისცა gave გაგზავნა sent	ქრისტე Christ წინასწარმეტყველი prophet ოჯახი family მორმონის წიგნი the Book of Mormon	ჩვენთვის to us. შენთვის to you. ყველასთვის to everyone.

Nom. Noun	Present Verb	Dat. Noun
ქრისტე Jesus მორმონის წიგნი Book of Mormon ის He	ასწავლის teaches	რწმენაზე to faith. მონანიებაზე. to repentance. ბედნიერების გეგმაზე. to The Plan of Happiness.
ჩვენ We	ვასწავლით teach	ჭეშმარიტებაზე to truth.
წინასწარმეტყველები Prophets	ასწავლიან teach	რმერთის სიტყვაზე to the Word of God.

You	Present Verb	Nom. Noun
შენ You	გინდა want გსურს desire	მიტევება? forgiveness? რწმენა ღმერთის მიმართ ? faith in God? ბედნიერი ოჯახი? happy family? ჭეშმარიტება? truth? სიმშვიდე peace?

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
მამა	father
სულიწმინდა	Holy Ghost
სახარება	the Gospel
მოწაფე	investigator
დახმარება	help
ძალა	strength
ენა	language
ლოცვა	prayer
სურვილი	desire
ენების ძღვენი	gift of tongues
Adjectives	
ზერიერი	Heavenly
ძვირფასი	dear
Expressions	
გთხოვთ	please

Verbs	
მადლობის გადახდა	to thank
თხოვნა	to ask (beg)
დახმარება	to help
შეცვლა	to change (oneself)
გაგება	to understand
შეძლება	to be able to
ქონა	to have
მონანიება	to repent
ნათლობა	to be baptized
სწავლა	to study (learn)
დალოცვა	to bless

Conjunction	
რათა	so that

Review:

Immediate Review:

Pray in Georgian today in your companionship and study as well as one other time during the day.

Grammar Help:

Look ahead at the Optative Tense and Instrumental case in this book. Look to see how words change in Instrumental Case, then look at the task to see how to use Instrumental Case in a sentence you would want to say to one of your investigators.

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your Vocabulary and Phrases Georgian Book. Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God.

Poss. Pronoun	Adjective	Name
ჩვენო Our ჩემო My	ძვირფასო Dear	ზეციერო მამაო, Heavenly Father, ღმერთო, God,

Pronoun	Verb	Gen. Noun	For
მე I	მადლობას გიხდი thank მადლობელი ვარ am thankful	ოჯახის family. სახარების the Gospel. სულიწმინდის the Holy Ghost. შენი დახმარების thy help.	თვის for
ჩვენ We	მადლობას გიხდით thank მადლობლები ვართ are thankful		

Subject	Verb	Direct Object	To Help
მე I	გთხოვ ask	შენ thee	დამეხმარო to help
ჩვენ We	გთხოვთ ask		დაგვეხმარო to help დაეხმარო to help

Please	Bless	Pronoun	Instr. Noun
გთხოვთ, Please	დაგვლოცე bless დამლოცე bless დალოცე bless (command)	ჩვენ us მე me ის him/her/it “insert name”	სულიწმინდით with the Holy Ghost.(,) სურვილით.(,) with desire.(,) ძალით.(,) with strength.(,) ენების ძღვნით.(,) with the gift of tongues.(,)

So That
რათა so that იმისათვის რომ რომ

Verb	
შეძლება - to be able	
შემიძლია	შეგვიძლია
შეგიძლია	შეგიძლიათ
შეუძლია	შეუძლიათ

Verb	
გაგება - to find out/understand	
გავიგო	გავიგოთ
გაიგო	გაიგოთ
გაიგოს	გაიგონ

Verb	
ცოდნა - to know	
ვიცოდე	ვიცოდეთ
იცოდე	იცოდეთ
იცოდეს	იცოდნენ

Verb	
შეცვლა - to change	
შევიცვალო	შევიცვალოთ
შეიცვალო	შეიცვალო
შეიცვალოს	შეიცვალონ

Verb	
სწავლა - to learn	
ვისწავლო	ვისწავლოთ
ვისწავლო	ვისწავლო
ვისწავლო	ვისწავლო

იესო ქრისტეს სახელით, ამინ.
In the name of Jesus Christ, amen.

Bear Testimony (დამოწმება)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
მხსნელი	Savior
განკურნება	healing
დარდი	grief
ტკივილი	pain
სიკვდილი	death
სისუსტე	burden
ტანჯვა	suffering
გრძნობა	feelings
სასჯელი	punishment
მოწყალობა	mercy
გამოსყიდვა	The Atonement Redemption
დარდი	sorrow (regret)
განსაცდელი	trial
მსხვერპლშეწირვა	sacrifice
წმინდა წერილები	scripture
ცოდვა	sin
სწავლება	teachings
პატიება	forgiveness
სიმშვიდე	peace
მონანიება	repentance

Verbs	
დაყრდნობა	to rely on
დაჯერება/ წამება	to believe
ცდა/ გადატანა	to experience
გადალახვა/ დაძლევა	to overcome
გაძლება	to endure
გრძნობა	to feel
Adjectives	
ყოვლისმცოდნე	all-knowing
გულმოწყალე	merciful
მზრუნველი	caring
Prepositions	
მეშვეობით	through
წყალობით	thanks to
-ზე	on (dat.)
Connectors	
იმიტომ	that is why
აქედან გამომდინარე	therefore
შედეგად	as a result

Review:

Immediate Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the Atonement has helped you in your life.

Grammar Help:

This task deals a lot with verb to know. This is an irregular verb. So if you want “to know” exactly how it is conjugated refer to your printed hand out on irregular verbs. This taks also deals with the verb “to be able.” This verb is a 4th conjugation verb. To be more familiar with these types of verbs refer to your 4th conjugation handout.

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. Practice using the different forms and grammar principles. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

I Know	That	Nom. Noun	Adjective	Verb
მე ვიცი, I know, ჩვენ ვიცით, We know, შენ იცი, You know,	რომ that	მამაზეციერი Heavenly Father იესო ქრისტე Jesus Christ	ყოვლისშემძლე all knowing გულმოწყალე merciful. მზრუნველი caring	არის is. (?)

Nom. Noun	Through	Able To	Verb	Nom. Noun
სულიწმინდის, the Holy Ghost, ქრისტეს მსხვერპლშეწირვის the sacrifice of Christ, წმინდა წრეილების, the scriptures,	მეშვეობით through/ with the help of/ by the means of	შემიძლია I am able შეგვიძლია we are able შეგიძლია you are able	ვიგრძნო to feel ვიგრძნოთ to feel მივიღოთ to receive	სიმშვიდე peace. განკურნება healing. მიტევება/პატიება forgiveness.

Erg. Subject	Past Verb	Gen. Noun	Nom. Noun
იესო ქრისტემ Jesus Christ მხსნელმა The Savior	იგრძნო felt განიცადა experienced გადალახა overcame	ცოდვის of sins. სიკვდილის of death. მოკვდავების mortality	ტკივილი pain სიმძიმე burden სასჯელი punishment

Connecting Ideas

ამის გამო
because of this

Able To	Verb	Noun
შემიძლია I am able	დავეყრნდნო to rely upon	მის სწავლებას. His teachings.
შეგვიძლია We are able	დავეყრდნოთ to rely upon	მის მოწყალებას. His mercy.
შეგიძლია(თ) You are able	დაეყრდნო(თ) to rely upon	მას. Him.

Gen. Noun	Thanks to	Able To	Verb	Nom. Noun
იესო ქრისტეს, Jesus Christ, მონანიების, repentance,	წყალობით thanks to	შემიძლია I am able შეგიძლია you are able მას შეუძლია he (she) is able	გადავლახო to overcome გაძლო to endure გადალახოს to overcome	დარდი. sorrow (regret). განსაცდელი. trials. ტანჯვა. suffering(s).

Extend An Invitation (ვალდებულების შეთავაზება)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
განწმენდა	to be cleansed
წინსვლა	to move forward
მიღწევა	to attain (acheive)
პოვნა	to find
ყოფნა	to be
ლოცვა	to pray
წაკითხვა	to read
მიღება	to receive
Nouns	
ნათლობა	baptism
პასუხი	answer

If...Then... statments	
თუ,...მაშინ	If...then
როცა...მაშინ	When...then

Indicators Of Time	
ახლა	now
დღეს	today
გუშინ	yesterday
ხვალ	tomorrow
კვირა	week

Days Of The Week	
ორშაბათი	Monday
სამშაბათი	Tuesday
ოთხშაბათი	Wednesday
ხუთშაბათი	Thursday
პარასკევი	Friday
შაბათი	Saturday
კვირა	Sunday

Review:

Immediate Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

The most difficult grammar in this task is how verbs have different conjugation aspects in the past, present, and future. 1st Conjugation Future verbs use the form PV + MS + root + ending + SM (წა + ი + კითხ + ავ + თ).
1st Conjugation Past tense verbs are conjugated using the same construction as future verbs but without the ending such as წა + ი + კითხ + ე(თ).

Additional Practice:

Following up with investigators is essential to their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

Extend An Invitation (ვალდებულების შეთავაზება)

Will You	Invitation
წაიკითხავთ Will you read ილოცებთ Will you pray მოხვალთ will you go მოინათლებით Will you be baptized?	მორმონის წიგნს? the Book of Mormon? ნათლობაზე? about baptism? ეკლესიაში? go to church?

If	Invitation	Then	Future Perf.	Verb	Acc. Noun
თუ შენ If you	წაიკითხავთ მორმონის წიგნს read the Book of Mormon, ილოცებთ pray, მოხვალთ go to church, მოინათლებით be baptized, მოინანიებთ repent	მაშინ then	შეძლებთ you will be able to	მიიღოთ receive იპოვოთ find იცოდეთ know იგრძნოთ feel	პასუხები. answers. რწმენა. faith. მიტევება. forgiveness. ჭეშმარიტება. truth. სიყვარული. love.

At What Time

ახლა
right now
დღეს
today
გუშინ
yesterday
ხვალ
tomorrow
კვირას
on Sunday
კვირის განმავლობასში
through a week
სამი კვირის განმავლობაში
through three weeks

When	Verb
როცა When	გწამთ you believe, მოინანიებთ, you repent, მოინათლებით, you are baptized,

Then	Nom. Noun	Will Help	Dat. Noun	Verb
მაშინ then	ქრისტე Christ სულიწმინდა The Holy Ghost ღმერთი God	დაგეხმარება will help	შენ you	განიწმინდოთ. to be cleansed. შეიცვალოთ. to change. წინ წახვიდეთ. to move forward.

Pronoun	Past Verb
შენ/თქვენ Did you	წაიკითხე(თ) მორმოის წიგნი? read the Book of Mormon? ილოცე(თ)? pray about baptism? მოხვედი ეკლესიაში? come to church?

Subject	Question	Verb
შენ/თქვენ You	რა What როგორ How	გაიგე(თ)? found out/understand? იგრძენი(თ)? feel?

Share A Scripture (წმინდა წერილების გაზიარება)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
მუხლი	verse
ნაწყვეტი	passage
თავი	chapter
წიგნი	book
პასუხი	answer
ფიქრი	thought
გული	heart
განზრახვა	intent
სიმართლე	right (truth)
შეკითხვა	question
ეჭვი	doubt
მაგალითი	example
ხელმძვანელობა	guidance

Expression	
გავაგრძელოთ	let's continue

Verbs	
ფიქრობა	to think
გამოყენება	to apply
სურვილი	to desire
გახდომა	to become

Adjectives	
გულწრფელი	sincere
ნამდვილი	genuine (real)
ერთგული	faithful
თავმდაბლობა	humble
მორჩილი	obedient

Review:

Immediate Review:

Identify the scripture passages that you will be sharing in your next visit. Practice introducing the passage by giving a brief background, giving the citation, and finally create questions that help the investigator apply the verse to their lives.

Grammar Help:

In order to understand the grammar in this board display, it will help to know ordinal and cardinal numbers. Also, look ahead to the grammar principle Optative Tense. Additionally, you might want to practice using postpositions with the right cases. As you may have noticed, different postpositions are used different cases. Memorizing the meaning and cases of each preposition early will accelerate your understanding of grammar.

Additional Practice:

Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries.

Share A Scripture (წმინდა წერილების გაზიარება)

Let's	Fut. Verb	Nom. Noun	Dat. Noun	Postposition
მოდით Let's	წავიკითხოთ we will read	მუხლი verse ნაწყვეტი passage	რწმენა. faith. სულიწმინდა. the Holy Ghost.	-ზე about

Command	Please	Chapter	Gen. Noun	Dat. Noun
წაიკითხეთ Read (command)	თუ შეიძლება please	მეათე თავი tenth chapter	მორმონის Mormon's	წიგნში Book.

Nom. Verse	Gen. Verse	Postposition
მესამე the third	მეხუთე მუხლის the fifth verse.	ჩათვლით through.

How Can...	Verb	Nom. Noun
შენ როგორ How to you ჩვენ როგორ How to us	მიიღო(თ) to receive ვიპოვოთ to find	პასუხი? an answer? რწმენა? faith? დარიგება? guidance?

What Means	Nominative
რას ნიშნავს What means	გულწრფელი გული? sincere heart? ნამდვილი განზრახვა? genuine intent?

Ask Questions

რას ფიქრობ
How do you think
შენი აზრით
In your own words

Question Phrase	Verb	Instr. Adj.
როგორ შეგიძლია How can you როგორ შეგვიძლია How can we	გახდე(თ) become ვიყოთ to be	ერთგული faithful (loyal)? ბედნიერი? happy? თავმდაბალი? humble? მორჩილი? obedient?

Question Phrase	Verb	Acc. Noun
როგორ შეგიძლია How you can როგორ შეგვიძლია How we can	გამოიყენო(თ) to apply გამოვიყენოთ to apply	რწმენა ქრისტეს მიმართ(?) faith in Christ(?) მონანიება(?) repentance(?) ეს ნაწყვეტი(?) this passage(?) ეს მაგალითი(?) this example(?)

Which	Noun	Do You Have
რა What	შეკითხვები questions ეჭვები doubts ფიქრები thoughts	გაქვს? at you there are

What Else	Past Verb	Verb
კიდევ რა What else	გინდოდა you wanted	გეკითხა? to ask? გესაუბრა? to discuss? გაგეგო? to find out?

Share An Experience (პირადი გამოცდილების გაზიარება)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
ძებნა	to seek
გადაწყვეტა	to decide
დაწყება	to begin
შეხვედრა/ მონახულება	to visit
ხელი გამღოლა	to lead
მოსმენა	to hear
პასუხი	to answer
ნდობა	to want
Adjectives	
ჭეშმარიტი	true
ცალკე	separate
ფიზიკური	physical

Nouns	
ადამიანი/ არსება	being/individual
ცხეული	body
დაპირებბა	promise
ჯოზეფ სმითი	Joseph Smith
Transitions	
რომ	so
შემდეგ	after
მსგავსად	similarly
და ახლა	and now
აქედან გამომდინარე	therefore
წინ	before, ago

Review:

Immediate Review:

Think of your own conversion story. How did you come to know that the church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can gain a personal testimony.

Grammar Help:

In order to understand the grammar in this board display, it will help to look ahead to the grammar principle Past Tense and also to the grammar principle Reverse Order (4th Conjugation).

Additional Practice:

Practice telling the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the Bear Testimony task, bear your personal testimony of the First Vision.

Dat.	Past Verb	Verb	If There Is	Nom.
ჯოზეფ სმითს Joseph Smith მე I	უნდოდა wanted მინდოდა desired	სცოდნოდა to know გამეგო to find out	თუ არის if there is	ჭეშმარიტი ეკლესია true church. ღმერთი. God. ცოდვების მიტევება. forgiveness of sins.

Erg. Noun	Past Verb	Phrase
მან He მე I	გადაწყვიტა decided დავიწყე began	ღმერთისთვის ელოცა. to pray to God ბიბლია ესწავლა. to study the Bible. ეკლესიას დავსწრებოდი . to attend church.

Make Paragraphs

ასე რომ
so
აქედან გამომდინარე
therefore
ამის გამო
Because of this
ამის წინ
Before this
ამის შემდეგ
After this
მსგავსად
Similarly

Nom.	Past Verb	Dat.
ღმერთი God იესომ Jesus სულიწმინდამ The Spirit	გამოეცხადა appeaared to მიპასუხა answered უსმინა heard	ჯოზეფს. Joseph. მე. me.

Erg. Pronoun	Past Verb	God	Phrase
მან He მე I	გაიგო რომ found out that გავიგე რომ found out that	ღმერთი ღმერთს	და იესო ცალ-ცალკე ადამიანიები არიან and Jesus are separate beings. ლოცვებს პასუხობს. answers prayers. ფიზიკური სხეული აქვს. has a physical body.

Nom./Verb	Verb	That	Nom. Noun	Verb	Acc. Noun
მან He მე I	ვერ გაიგო (not) found out, ვერ გავიგე, (not) understood (f),	რომ that	ღმერთს God იესო ქრისტე Jesus Christ	ესმის hears მლოცავს blesses გვკურნავს heals	თავისი შვილები His children. მე me. ჩვენ us.
შენ შეგიძლია You can	გაიგო, to understand, იცოდე to know				

“To be” verb

მე	მისიონერი		ვარ.
I	*missionary*		*am.*

p. 46, 66, Aronson
p. 24-25, 46-48, 52
Nikolaishvili

დიახ,
Yes,
არა,
No,

მე	ჩვენ	როგორ...?	არ	ვარ	ვართ	?
I	*we*	*how…?*	*not*	*am*	*are*	
შენ	თქვენ	კარგად		ხარ	ხართ	
you	*you*	*well*		*are*	*are*	
ის	ისინი	ვინ…?		არის	არიან	
he/she/it	*they*	*who…?*		*is*	*are*	

უხუცესი/ ძმა/ და … + ები
Elder/ brother/ sister… *pluralizes*
მისიონერ(ი)
missionary
ჩემი ძმადნაფიც(ი)/დადნაფიც(ი)
my companion (elder/sister)
მასწავლებელ(ი)
teacher
ქრისტეს მსახურ(ი)
Christ’s servant
სადაურ(ი) …?
where from…?
ამერიკელ(ი)
American
ქართველ(ი)
Georgian
აქაურ(ი)
from here
რამდენი წლის…?
how old…?
ცხრამეტი წლის
nineteen years old

Raise your voice on the verb at the end of the sentence to make it a question

ის მისიონერი არის?
Is he a missionary?

დიახ, ის მისიონერი არის.
Yes, he is a missionary.

არა, ის მისიონერი არ არის.
No, he is not a missionary.

Function: Asking about and expressing a state of being
Context: Getting acquainted

Scenario

Your are out contacting on the street. The first step in sharing the Gospel with others is forming relationships of trust with others. Use the board display and any other grammar principles that you may know to practice getting acquainted with someone unfamiliar with our faith.

1. Practice: In pairs, one missionary will take the role of a contact person and the other fill the role of the missionary. Get to know the person's name, what they do, where they are from, and how old they are, etc..

2. Re-practice: Switch roles and repeat the practice activity. Example:
Missionary: გამარჯობათ! როგორა ხართ?
Street Contact: მე კარგად ვარ! ვინ ხართ?

Additional Scenario(s)

You and your companion notice a new visitor at church. Introduce yourself to them, and also introduce them to some of the ward members. (group practice activity)

Instrumental Case

p. 69 Aronson
p. 47-51 Nikolaishvili

	იესო ქრისტეს სახელით *In Jesus Christ's name*				ვლოცულობთ. *we pray.*
დიახ, Yes, არა, No,	იესო ქრისტეს სახელ(ი) Jesus Christ's name სიყვარულ(ი) love ნუგეშ(ი) comfort ჩვენი გულიდან სიტყვებ(ი) words from our heart		ი → ით	არ not	ვლოცულობთ we pray ვთხოვთ ღმერთს დაგვლოცოს we ask God to bless us დაგვლოცავს he will bless us ვამთავრებთ ლოცვას we finish the prayer
	რწმენ(ა) faith ძალ(ა) strength ლოცვ(ა) prayer სულიწმინდ(ა) Holy Ghost ნამდვილი განზრახვ(ა) real intent ჯანმრთელობა health დილ(ა) morning	+	ა → ით ე → ით Instrumental Ending		გვისმენს he listens to us მადლობას ვიხდით we express gratitude
	ღამ(ე) night				

?

ღამით ლოცულობ?
Do you pray at night?

დიახ, ღამით ვლოცულობ.
Yes, I pray at night.

არა, ღამით არ ვლოცულობ.
No, I don't pray at night.

Function: Asking about and describing actions and events
Context: Discussing how to pray

Scenario

You are meeting with an investigator for the first time. At the beginning of a lesson you offer a prayer. After the prayer they begin asking questions about the prayer they just heard. Use the board display and any other grammar principles that you may know to teach how to pray.

1. Practice: In pairs, one missionary will take the role of an investigator and the other fill the role of the missionary. Teach the simple pattern of prayer, and invite the person to give it a try.

2. Re-practice: Switch roles and repeat the practice activity.
Example:
Investigator: ჩვენი გულიდან სიტყვებით ვლოცულობთ?
Missionary: დიახ, ჩვენი გულიდან სიტყვებით ვლოცულობთ.

Additional Scenario(s)

You are about to have your investigator offer a prayer for the first time. Review with them the steps of prayer. Write them down on a card for them to use as a reference.

Possessive Pronouns

	იესო ქრისტე Jesus Christ	ჩემი my		მხსნელი Savior		არის. is

p. 178, 244-245 Aronson
p.24 Nikolaishvili

?

დიახ, Yes,	იესო ქრისტე Jesus Christ	ჩემი my	ჩვენი our	მხსნელი Savior	არ not	არის is
არა, No,	ღმერთი God	შენი your	თქვენი your	მამაზეციერი Heavenly Father		
	სულიწმინდა The Holy Ghost	მისი his / her / its	მათი their	მასწავლებელი teacher		
				ძმა brother		
		ვისი…? whose?		უფალი Lord		
				შვილი child		
				ძე son		
				ხელმძღვანელი guide/leader		
				ნუგეშისმცემელი Comforter		

სულიწმინდა ჩვენი მასწავლებელი არის?
Is the Holy Ghost our teacher?
დიახ, სულიწმინდა ჩვენი მასწავლებელი არის.
Yes, the Holy Ghost is our teacher.

იესო ქრისტე ჩემი მამაზეციერი არის?
Is Jesus Christ my Heavenly Father?
არა, იესო ქრისტე შენი მამაზეციერი არ არის.
No, Jesus Christ is not your Heavenly Father.

Function: Asking about and describing possession and ownership
Context: Discuss the Nature of the Godhead

Scenario

You are visiting a member who has recently lost a loved one. Reassure them of their relationship to God through bearing testimony of their relationship to God. Use the board display and any other grammar principles you may know to teach.

1. Practice: In pairs, one missionary will take the role of the member and the other fill the role of the missionary. Share your testimony to help reassure them of their own.

2. Re-practice: Switch roles and repeat the practice activity.
Example:
Member: ღმერთი ჩვენი მამაზეციერი არის?
Missionary: დიახ, ღმერთი თქვენი მამაზეციერი არის.

Additional Scenario(s)

Using the board display principle, show photos of your family to an investigator and describe each person's relationship to you, and their characteristics (will require additional vocabulary).

Adverbial Case

	ჩვენ *We*	გულწრფელად *sincerely*				უნდა ვილოცოთ. *must pray.*
დიახ, Yes, არა, No,	ჩვენ *we*	როგორ...? *how...?*			არ *not*	უნდა ვილოცოთ *we must pray*
	სულიწმინდა *Holy Ghost*	ზეპირ(ი) *memorized*				ვიგრძნობთ თავს *we will feel*
	ღმერთი *God*	კარგ(ი) *good*	 +	ი → ად ა → ად		გველაპარაკება *he/she/it talks to us*
	ლოცვა *prayer*	მშვიდ(ი) *peaceful*		ე → ედ		გვასწავლის *he/she/it teaches us*
		გულწრფელ(ი) *sincere*				
		ნაზ(ი) *tender*				
		წყნარ(ი) *quiet*				
		ხმამაღლ(ა) *aloud*				
		ხმადაბლ(ა) *in a low voice*				
		ხანმოკლ(ე) *short time*				
		მძიმ(ე) *serious*				

?

p. 69-70 Aronson
p. 47-51, 132 Nikolaishvili

სულიწმინდა წყნარად გვასწავლის?
Does the Holy Ghost teach us quietly?
დიახ, სულიწმინდა წყნარად გვასწავლის.
Yes, the Holy Ghost teaches us quietly.
არა, სულიწმინდა წყნარად არ გვასწავლის.
No, the Holy Ghost doesn't teach us quietly.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Pray to know the truth

Scenario

You and your companion are teaching an investigator who is unfamiliar with how God communicates through prayer. Their religious background did not include an understanding that God will speak with man through prayer.

1. Practice: In pairs, one missionary will take the role of an investigator and the other fill the role of the missionary. Teach this investigator about how we pray and how God answers our prayers.

2. Re-practice: Switch roles and repeat the practice activity.
Example:
Investigator: ჩვენ როგორ უნდა ვილოცოთ?
Missionary: ჩვენ ზეპირად არ უნდა ვილოცოთ.

Additional Scenario(s)

Imagine you are teaching about prayer in Sunday school. Write questions on the board like “how,where, and why should we pray?” Practice writing their responses on the board.

Demonstrative Adjectives

ეს	წიგნები		ღვთისგან		არის.	?
These	*books*		*from God*		*is (are).*	

p. 117-118 Aronson
p. 97 Nikolaishvili

დიახ,
Yes,
არა,
No,

ეს	ეკლესი(ა)		ღვთისგან		
this/these	*church*		*from God*		
ეგ	წიგნ(ი)		მნიშვნელოვანი	არ	არის
that/those	*book*		*important*	*not*	*is (are)*
ის	მუხლი(ი)		იესო ქრისტეს შესახებ		არიან
that/those over there	*verse*		*about Jesus Christ*		*are*
რომელი…?	ჩანაწერ(ი)	+ ები	წმინდა წერილი		
which…?	*record*	*pluralized*	*holy scripture*		
	ისტორი(ა)		ჭეშმარიტი		
ესენი	*history*		*true*		
these	თავ(ი)		წმინდა		
ეგენი	*chapter*		*sacred/holy*		
those	გამოცხადებ(ა)				
ისინი	*revelation*				
those	ხილვ(ა)				
რომლები...?	*vision*				
which (pl.) ...?	წინასწარმეტყველ(ი)				
	prophet				
	მოციქულ(ი)				
	apostle				

ეს წიგნი ღვთისგან არის?
Is this book is from God?
დიახ, ეს წიგნი ღვთისგან არის.
Yes, this book is from God.
არა, ეს წიგნი ღვთისგან არ არის.
No, this book is not from God.

Function: Asking about and describing objects, people, their characteristics
Context: Testifying of the Book of Mormon and the Restoration

Scenario

You are meeting with someone for the first time and have briefly discussed the Restoration and Book of Mormon. Use the board display and any other grammar principles that you may know to testify of the Restoration and of the Book of Mormon.

1. Practice: In pairs, one missionary will take the role of a investigator and the other fill the role of the missionary. Bear your testimony of the Book of Mormon and the Restoration and invite them to find out the truth for themselves.

2. Re-practice: Switch roles and repeat the practice activity.
Example:
Investigator: ეს ეკლესია ღვთისგან არის?
Missionary: დიახ, მე ვიცი რომ ეს ეკლესია ჭეშმარიტი არის.

Additional Scenario(s)

You are giving a copy of the Book of Mormon to your land lord. Write a note in the front cover to explain the book and share your testimony of it. Practice writing such a note on scratch paper. Use this board display as a guide, as well as any other grammar or phrases you may know.

Genitive Case

p. 67-69 Aronson
p. 47-51 Nikolaishvili

დიახ,
Yes,
არა,
No,

თორმეტის ნახევარზე					შეიძლება მოგინახულოთ?
At twelve's half (11:30)					*we may come by and see you*
პირველ(ი)				არ	შეიძლება შევხვდეთ
first				not	we may meet
სამ(ი)				როდის	შეიძლება მოგინახულოთ
three				when…?	we may come by and see you
ექვს(ი)	ი → ის			სად	გეცლებათ
six			ნახევარზე	where…?	you will have time
ათ(ი)			at half		მეცლება
ten		+	ოც წუთზე		I will have time
თორმეტ(ი)			at twenty past		მობრძანდით
twelve					come by!

რვ(ა)	ა → ის				
eight					
ცხრ(ა)					
nine					

?

სამის ნახევარზე გეცლებათ?
Will you have time at three's half?
დიახ, სამის ნახევარზე მეცლება.
Yes, I will have time at three's half.
არა, სამის ნახევარზე არ მეცლება.
No, I will not have time at three's half.

Function: Asking and answering questions of time, date, and location
Context: Setting up an appointment

Scenario

You call an investigator to arrange an appointment with them. Ask when they are available, and set up an appointment accordingly.

1. Practice: In pairs, one missionary will take the role of the investigator and the other will be the missionary. Arrange a time to meet with and teach this investigator. Teach about service and, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and repeat the practice activity.

Example:
Investigator: პირველის ნახევარზე შეიძლება შევხვდეთ?
Missionary: დიახ, პირველის ნახევარზე მოგრძანდით!

Additional Scenario(s)

When planning, talk with your companion about the people you are teaching. Specifically discuss what you are planning on teaching to each investigator.

Genitive Postpositions

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p. 116 Nikolaishvili

იესო ქრისტე *Jesus Christ*		იტანჯა *suffered*	ჩვენი *our*		გულისთვის. *sake for.*			
დიახ, Yes, არა, No,	იესო ქრისტემ *Jesus Christ*	არ *not*	გადაგვარჩინა *he/she/it saved us* შეასრულა გამოსყიდვა he/she/it fulfilled an *Atonement* სისხლი დაღვარა *spilt blood*	ჩემი ჩვენი შენი თქვენი მისი მათი	*my* *our* *your* *your* *his / her / its* *their*	ცოდვები +ს *sins* სიკვდილი +ს *death* გული +ს *heart/sake* ჩვენ *us* სიყვარული +ს *love*	+	?
	იესო ქრისტე *Jesus Christ* ცოდვილ(ი)+ები sinner+s მადლობელი *grateful*	არ *not*	იტანჯა *he/she/it suffered* აღსდგა *he/she/it resurrected* ვართ *we are* იყო *he/she/it was* მოკლეს was killed მოკვდა died			სამარხი +ს *sepulchre / tomb* კანის ყოველი ფორი +ს *every pore* მამაზეციერი +ს *Heavenly Father* იესო ქრისტე +ს *Jesus Christ* გამოსყიდვა +ის *Atonement*			

გან *from*
თვის *for*
კენ *toward*
დან * *from a place*

გამო
because of
მეშვეობით
through

იესო ქრისტემ შეასრულა გამოსყიდვა სიყვარულისგან?
Did Jesus Christ fulfill the Atonement out of love?
დიახ, იესო ქრისტემ შეასრულა გამოსყიდვა სიყვარულისგან.
Yes, Jesus Christ fulfilled the Atonement out of love.
არა, იესო ქრისტემ არ შეასრულა გამოსყიდვა სიყვარულისგან.
No, Jesus Christ didn't fulfill the Atonement out of love.

**Use instrumental case without თ*

Function: Asking about and describing an action or event
Context: Teaching about the Atonement

Scenario

Your investigator feels unworthy to be loved by God. They feel that they have done too much wrong in their life for God to forgive them.

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill the role of the missionary. Using the board display and other grammar you know, teach about the atonement of Jesus Christ.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: იესო ქრისტემ რატომ შეასრულა გამოსყიდვა ჩემთვის?
Missionary: ქრისტემ შეასრულა გამოსყიდვა თქვენთვის სიყვარულისგან.

Additional Scenario(s)

An investigator is visiting church for the first time. During the meetings they ask “what does ‘Atonement’ mean?” One of you take on the role of the investigator and the other fill the role of the missionary. Explain simply the meaning of the word. Ask questions which will help you discover their level of understanding. Switch and re-practice.

INSTRUCTIONS:

Identify whether the following objects are direct or indirect objects. Direct objects are the direct recipients of the verb. For example, Joseph Smith saw Him. Indirect objects indirectly receive the action of the verb and can always have a preposition placed before the object. For example, we spoke to them. Identify wither the following objects are direct or indirect.

1. We taught The Restoration to him.
2. God spoke to him.
3. God rebuked him.
4. The people rejected Joseph Smith.
5. They persecuted him.
6. They laughed at him.
7. God answered me.
8. God whispered to me.
9. Have you ever spoke to him?
10. The Holy Ghost cleans us.
11. The Holy Ghost testifies to us.
12. The Holy Ghost warns us of danger.
13. I read it.
14. I read it to them.
15. Did he pray to God?
16. Did God answer him?
17. In heaven we will see our families.
18. We will live with them.
19. We will share our experiences with them.
20. We shared the Plan of Salvation with him.
21. I told you.
22. The missionaries preach the gospel to the world.
23. The missionaries shared their testimonies with him.
24. The Holy Ghost gives a testimony to us.
    The Holy Ghost gives us a witness.
25. God gave us prophets.
26. God gave us his son Jesus Christ.
27. God gave his son Jesus Christ to us.
28. Did he hurt you?
29. Did you speak with her on Sunday?
30. She ignored me.
31. Joseph Smith translated it.
32. Joseph Smith gave it to them.
33. The missionaries corrected him.
34. The missionaries committed them.
35. The missionaries asked them when they could meet.
36. The missionaries introduced themselves to them.
37. Do the missionaries understand this?
38. Did we teach it to them clearly?
39. Their answers will tell us.
40. The gospel blessed him a lot in his life.

Dative Case

	ღმერთი *God*	წინასწარმეტყველებს *prophets*			მოუწოდებს. *calls.*

p. 46-47 Aronson
p. 47-51 Nikolaishvili

?

დიახ, Yes, არა, No,	ღმერთი *God* წინასწარმეტყველი *prophet* იესო ქრისტე *Jesus Christ* მისიონერი *missionary* ეკლესია *church*	წინასწარმეტყველებ(ი) *prophets* ხალხ(ი) *people* ღმერთ(ი) *God* მცნებებ(ი) *commandments* ვი(ნ)…? *who…?* რ(ა)…? *what…?* ეკლესი(ა) *church* სახარებ(ა) *gospel* ღმერთის სიტყვ(ა) *God's word* სიმართლ(ე) *truth*	+ ს + ას + ეს	არ *not*	მოუწოდებს *calls* ხელმძღვანელობს *leads* აცხადებს *reveals* ასწავლის *teaches* ქადაგებს *preaches* ამბობს *says* ეხმარება *helps* ემორჩილება *obeys*

ხალხი მცნებებს ემორჩილება?
Do the people obey the commandments?
დიახ, ხალხი მცნებებს ემორჩილება.
Yes, the people obey the commandments.
არა, ხალხი მცნებებს არ ემორჩილება.
No, the people don't obey the commandments.

Function: Asking about and describing actions and events
Context: Teaching about prophets and revelation

Scenario

You are visiting a less active member and have decided to discuss prophets and revelation with them. Teach about prophets and revelation. Ask them to share with you how they know these things are true. Use the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of a less-active member and the other fill the role of the missionary. Teach about prophets and revelation, bear testimony, and help the member to recognize and rely on their testimony.

2. Re-practice: Switch roles and repeat the practice activity.
Example:
Missionary: გწამთ რომ ღმერთი ეკლესიას ხელმძღვანელობს?
Investigator: დიახ, მე ვიცი რომ ღმერთი ეკლესიას ხალმძღვანელობს.

Additional Scenario(s)

You are asked to teach a lesson in Sunday School on the organization of the church. Teach and share testimony of prophetic leadership and revelation in the Lord's church.

Conceptual Activity: Identifying the verb “to be”

INSTRUCTIONS: *Identify which are actually forms of the verb to be and which are just express a conjugation of a verb. If you see a form of “to be” like “is, was, will be” followed by a noun or adjective, then it is decribing a state of being. (ex. They are happy.) If it is followed by a verb then it is not a state of being. (ex. We are going home.)*

1. He is a son of God.
2. We are all children of God.
3. We are trying to live righteously.
4. He is following the commandments.
5. I am learning the truth.
6. I am a missionary.
7. We are happy when we follow God’s laws.
8. We will feel joy that day.
9. You are forgiven
10. He is forgiving you.
11. He will be baptized.
12. I was happy.
13. I was reading.
14. I am eating.
15. You were tired.
16. You are reading the Book of Mormon?
17. That is wonderful!
18. We know that this is important.
19. How is it going?
20. What are you learning?
21. Do you believe it is the word of God?
22. Where are you reading?
23. What is that chapter about?
24. Is it helping you?
25. I believe the Book of Mormon is the word of God.
26. Is it possible to find answers in the Book of Mormon?
27. When is a good time for us to visit again?
28. How is your spouse?
29. Are you working tomorrow?
30. How is work?
31. Is there a way we can help?
32. Is going to church important?
33. Are you coming to church on Sunday?
34. What are your concerns?
35. Is the time okay for you?
36. Are your children coming?
37. They are welcome to attend.
38. Are they interested?
39. We are meeting you at the metro.
40. The members are very kind.
41. I think Bro. Giorgishvili is speaking in sacrament meeting.
42. He is a wonderful speaker.
43. The Sacrament is blessed and passed by the Aaronic Priesthood.
44. We are also going to sing hymns as a congregations.
45. A hymn is a song about sacred things.
46. We will be singing at the beginning and end of the meeting.
47. After Sacrament meeting are two more hours of meetings.
48. Sunday school is where we learn more about the Gospel of Jesus Christ.
49. Primary is where children meet.
50. After these classes is Priesthood or Relief Society.
51. They have been great investigators.
52. They have been asking questions about what we teach.
53. Will he be getting baptized next Saturday?
54. Will he be a member soon?
55. He was in Priesthood meeting.
56. He was paying attention and taking notes.

Subjective Order (Present)

წინასწარმეტყველი *The prophet*	ღმერთის სიტყვას *God's word*		ასწავლის. *teaches.*	?

p. 41 Aronson
p. 25, 29, 39, 79
Nikolaishvili

დიახ,
Yes,
არა,
No,

წინასწარმეტყველი *prophet*	ღმერთის სიტყვას *God's word*	არ *not*			ასწავლი *teach*				
ღმერთი *God*	წმინდა წერილებს *holy scriptures*				ლოცულობ *pray*				
იესო ქრისტე *Jesus Christ*	სახარებას *gospel*		1 2	3 ~	კითხულობ *read*	+	~ ~	თ თ	
ხალხი *people*	რწმენით *with faith*		3	~	წერ *write*		ს	ენ/ან	
მოციქული *apostle*	გამოცხადებას *revelation*				სწავლობ *learn*				
	უფალის მსახურებს *the Lord's servants*				ამბობ *say*				
					ისმენ *listen to*				

მე *I*	ჩვენ *we*
შენ *you*	თქვენ *you*
ის *he/she/it*	ისინი *they*

თქვენ წმინდა წერილებს კითხულობთ?
Do you read the holy scriptures?
დიახ, ჩვენ წმინდა წერილებს ვკითხულობთ.
Yes, we read the holy scriptures.
არა, ჩვენ წმინდა წერილებს არ ვკითხულობთ.
No, we don't read the holy scriptures.

Function:Asking about and describing actions and events
Context:Teach about following the prophet

Scenario

You are meeting with some youth from the branch. You and your companion decide to give a lesson on following the prophet. Teach about following the prophet and its associated blessings. Use the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of a youth member and the other fill the role of the missionary. Teach about following the prophet, bear testimony, get members' insights, invite and promise blessings.

2. Re-practice: Switch roles and repeat the practice activity.
Example:
Missionary: წინასწარმეტყველი ვის სიტყვას ასწავლის?
Youth Member: წინასწარმეტყველი ღმერთის სიტყვას ასწავლის.

Additional Scenario(s)

Describe the role of prophets, church leaders and missionaries to someone new to the organization of the church.

4th Conjugation

დიდი	ოჯახი		მყავს.
Large	*family*		*I have.*

p. 332-338 Aronson
p. 34, 40, 74, 86 Nikolaishvili

?

დიახ,
Yes,
არა,
No,

რამდენი…?	ძმა	არ	მყავს
how many…?	brother	not	I have
უფროსი	და		გვყავს
older	sister		we have
უმცროსი	შვილი		გყავს
younger	kid		you have
რამდენი წლის…?	ქმარი		გყავთ
how old…?	husband		you all have
ბევრი	ცოლი		ჰყავს
many	wife		he/she/it has
დიდი	ბაბუა		ჰყავთ
big/large	grandfather		they have
პატარა	ბებია		
little/small	grandmother		
	ოჯახი		
	family		
	შვილიშვილი		
	grandchild		
	მამა		
	father		
	დედა		
	mother		
	ნათესავი		
	relative		

უფროსი ძმა გყავს?
Do you have an older brother?
დიახ, უფროსი ძმა მყავს.
Yes, I have an older brother.
არა, უფროსი ძმა არ მყავს.
No, I don't have an older brother.

Function: Asking about and describing objects, people, and their characteristics
Context: Asking and talking about family

Scenario

You are new to an area and a family you are teaching asks you about your family. Use a photo and the board display and any other grammar principles that you may know to share.

1. Practice: In pairs, one missionary will take the role of the family member and the other fill the role of the missionary. Ask and share about one another's families.

2. Re-practice: Switch roles and repeat the practice activity.
Example:
Member: რამდენი წლის ძმა გყავს?
Missionary: მე ორი წლის ძმა მყავს.

Additional Scenario(s)

You are bringing up the topic of family in street conversation to help people see the important of our message. Practice asking and sharing about family and its importance as a mean for building relationships and interest.
Practice getting to know the members of the branch in which you serve. Ask them about their families and share about your own. Try using these same grammar principles with an other reverse order verb like "მქვია" (I am called).

Conditional and Conjunctive

თქვენ რომ		ილოცებდეთ	ჯოზეფ სმითის შესახებ,	მაშინ	ღმერთი		გიპასუხებს.	
If you		*were to p*	*about Joseph Smith*	*then*	*God*		*will answer you.*	?
		Present Conjunctive						
	(არ)	ლოცულობდეთ	ყოველდღიურად		ღმერთი თქვენთან	(არ)	იქნებოდა	
	(not)	were praying	daily		God with you	(not)	(he) would be	
		კითხულობდეთ	გულწრფელად		ღმერთის ნება		გაიგებდით	
		were reading	sincerely	მაშინ	God's will		you would understand	
		ცხოვრობდეთ	ღმერთის ნების გასაგებად	then	ბედნიერი		იქნებოდით	
		were living	to understand God's will		happy		you would be	
დიახ,	თქვენ რომ		მცნებების მიხედვით		პასუხს		მიიღებდით	
Yes,	if you	Future Conjunctive	in accordance with the commandments		an answer		you would receive	
არა,								
No,		ილოცებდეთ	მორმონის წიგნს		სიმშვიდით		დაგლოცავადათ	
		were to pray	The Book of Mormon		with peace		(he) would bless you	
		იცხოვრებდეთ	ყველა ჩადენილ ცოდვას		სულიწმინდის ძღვენით		გიპასუხებდათ	
		were to live	of all your sins		with the Gift of the Holy Ghost		(he) would answer you	
		წაიკითხავდეთ						
		were to read						
		მოინათლებოდეთ						
		were to be baptized						
		მოინანიებდეთ						
		were to repent						

p. 87-88 Aronson

რომ ვილოცებდე, მაშინ ღმერთი დამლოცავდა?
If I pray, then will God bless me?
დიახ, რომ ილოცებდე, მაშინ ღმერთი დაგლოცავდათ.
Yes, if you pray, then God will bless you.
არა, რომ ილოცებდე, მაშინ ღმერთი არ დაგლოცავდათ.
No, if you pray, then God won't bless you.

Function: Asking and answering questions of cause and effect
Context: Promising blessings

Scenario

You have been teaching your investigator about the Gospel of Jesus Christ. You've invited them to read, and pray about the truthfulness of Joseph Smith, to repent and be baptized.

1. Practice: In pairs, one missionary will take the role of a investigator and the other fill the role of the missionary. Teach about the blessings associated with the commitments they've accepted. Use the board display and other grammar you already know.

2. Re-practice: Switch roles and repeat the practice activity.
Example:
Investigator: რომ ვილოცებდე იოსებ სმითის შესახებ მაშინ რა მოხდებოდა?
Missionary: მაშინ ღმერთი გიპასუხებდათ!

Additional Scenario(s)

You are in your weekly branch missionary meeting and are asked to report on the progress of your investigators. Using the board display tell about the commitments your investigators need to keep in order to progress. This will require the additional use of objective order markers.

INSTRUCTIONS:

Identify whether the following sentences use the aorist tense or imperfect. Imperfect usually indicates a process of verbing or verbing mulitiple times (ex. I was running). Aorist is less clear (ex. I ran).

1. Last Thursday we challenged you to come to church.
2. You were asking a lot of questions about it.
3. Did you find any answers at church?
4. You were being very friendly with the members.
5. You really seemed to enjoy it.
6. You were making comments in each of the lessons.
7. Were you listening when the bishop spoke?
8. He was talking about the law of tithing.
9. We already taught you about this law.
10. You agreed to pay tithing.
11. Joseph's family was living in New York.
12. They attended many congregations.
13. Joseph's mother joined the Presbyterian sect.
14. He was thinking about joining the Methodists.
15. He worried about his salvation.
16. He pondered and searched for truth.
17. Joseph read from the Bible.
18. One day, he was reading in the Epistle of James.
19. If anyone lacked wisdom, he did.
20. He decided to ask of God.
21. He was praying in the woods when it happened.
22. He saw God and Christ.
23. They spoke to him.
24. They were telling him not to join any of the sects.
25. People mocked Joseph for claiming to see a vision.
26. They were trying to excite the public against him.
27. He never denied what he had seen.
28. He was waiting for years for another vision.
29. You showed your faith.
30. They did not believe in God.
31. They rejected God.
32. They stoned many prophets.
33. They lead the people.
34. We taught many people.
35. Christ called apostles.
36. Christ anointed his followers.
37. We followed Christ.
38. You (all) wanted to come to earth.
39. You (all) chose to come to earth.
40. I left my worldly possessions.
41. We spoke with your friend, Tibor.
42. When you prayed, you experienced God's love.
43. When we went to church, you experienced a miracle.
44. You felt the Spirit of God.
45. They searched for God's church.
46. We enjoyed every minute.
47. We read every verse slowly and carefully.
48. God blessed all his children.
49. He gave us wonderful gifts.
50. He gave us the Spirit.
51. Christ created the earth.
52. Christ created every animal on the earth.
53. God created us in His image.
54. We noticed something.
55. We noticed that you are unhappy.
56. We prayed for you.
57. We found these scriptures for you.
58. We read these scriptures, and thought about you.
59. You (all) studied those chapters?
60. They believed in God, but they did not accept the Restored Gospel.

Imperfect

p. 45-46 Aronson
p. 54 Nikolaishvili

	ჯოზეფ სმითი *Joseph Smith*	ბევრად *a lot*				ლოცულობდა. *was praying.*			
დიახ, Yes,	ჯოზეფ სმითი *Joseph Smith*	ბევრად *a lot*	არ *not*			ლოცულობ *praying*			
არა, No	მე *I*	გულწრფელად *sincerely*		1 2	3 ~	კითხულობ *reading*	+	დი დი	დით დით
რატომ why…?	ისინი *they*	ნელ-ნელა *little by little*		3	~	კითხავ *asking*		და	დნენ
როდის when…?	ის *he/she/it*	სიძლიერით *intensely*				ეძებ *looking for*			
		ღრმად *deeply*				ფიქრობ *thinking*			
		ყოველდღიურად *daily*							

?

ჯოზეფ სმითი გულწრფელად ლოცულობდა?
Was Joseph Smith sincerely praying?
დიახ, ჯოზეფ სმითი გულწრფელად ლოცულობდა.
Yes, Joseph Smith was sincerely praying.
არა, ჯოზეფ სმითი გულწრფელად არ ლოცულობდა.
No, Joseph Smith was not sincerely praying.

Function: Asking about and describing actions or events
Context: Describing someone's search for truth

Scenario

You have just met someone while tracting and were invited into his home. Introduce our message to him by teaching about Joseph's search for truth that led to the first vision. Use the board display and any grammar you may already know to teach.

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill the role of the missionary, Describe the setting and events leading up to Joseph Smith's vision and as appropriate, testify, invite, and promise blessings that result from searching for truth.

2. Re-practice: Switch roles and repeat the practice activity.
Example:
Investigator: იოსებ სმითი გულწრფელად ლოცულობდა?
Missionary: დიახ, ის გულწრფელად ლოცულობდა.

Additional Scenario(s)

Practice giving a simple introduction for handing out the pamphlet "Testimony of the prophet Joseph Smith" to people on the street. Practice roleplaying this situation with your companion.

Aorist

p. 112-116 Aronson
p. 79-85 Nikolaishvili

	ღმერთმა *God*	სახარება *gospel*		ჩამოართვა. *took away.*								?
დიახ, Yes,	ღმერთმა	სახარება	არ	მო				კლ*				
არა, No,	*God*	*gospel*	*not*					*to kill*				
	ხალხმა	ბიბლია		მო	1	ვ		ისმინ	+	ე	ეთ	
	people	*Bible*			2	~		*to listen to*		ე	ეთ	
	მოციქულებმა	ახალი აღთქმა		შე	3	~		სწავლ		ა	ეს	
	apostles	*New Testament*						*to teach*				
	იუდეველებმა	იესო ქრისტე		და				ცვალ				
	Jews	*Jesus Christ*						*to change*				
	ბოროტებმა	მოციქულები		ჩამო				წერ				
	the wicked	*apostles*						*to write*				
		თავისი ძალაუფლება						ართვ*				
		his authority						*to take away*				
		გამოცხადება										
		revelation										

მოციქულებმა ახალი აღთქმა დაწერეს?
Did the apostles write the New Testament?
დიახ, მოციქულებმა ახალი აღთქმა დაწერეს.
Yes, the apostles wrote the New Testament.
არა, მოციქულებმა ახალი აღთქმა არ დაწერეს.
No, the apostles didn't write the New Testament.

Function: Narrating experiences and telling stories
Context: Discuss the great apostasy

Scenario

You are meeting with and investigator who believes that the Bible is the only thing we need to have the truth. You and your companion decide to teach about what happened in the early church. Teach about where the bible came from, who its authors were and what happened to them. Use the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill the role of the missionary. Teach about the apostasy, and as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: ღმერთმა არ ასწავლა სახარება ბიბლიაში?
Missionary: არა, ღმერთმა კი ასწავლა სახარება ბიბლიაში, მაგრამ ხალხმა უარყო მისი მოციქულები.

Additional Scenario(s)

You are teaching about the pattern of apostasy as found in the Book of Mormon. Use your board display and scripture example(s) from the Book of Mormon to show the pattern of apostasy and restoration.

Ergative Case

იესო ქრისტემ		ეკლესია		დააარსა.	?
Jesus Christ		*church*		*established.*	

p. 110-111 Aronson
p. 46-51 Nikolaishvili

დიახ,	იესო ქრისტე		ეკლესია	არ	დააარსა
Yes,	Jesus Christ	+მ	church	not	established
არა,	----------		თავისი ძე		გამოაგზავნა
No,	ღმერთ(ი)		His son	რატომ…?	sent
	God		სასწაულები	why…?	მოახდინა
	მხსნელ(ი)		miracles	როდის…?	made happen
	savior	+მა	სახარება	when…?	ასწავლა
	ხალხ(ი)		gospel	როგორ…?	taught
	people		მოციქულები	how…?	მოუწოდა
	----------		Apostles		called
	მან		გამოსყიდვა		შეასრულა
	he/she/it		Atonement		fulfilled
			იესო ქრისტე		შესცოდა
			Jesus Christ		sinned
					მოკლა
					killed

იესო ქრისტემ სასწაულები მოახდინა?
Did Jesus Christ happen (perform) miracles?
დიახ, იესო ქრისტემ სასწაულები მოახდინა.
Yes, Jesus Christ performed miracles.
არა, იესო ქრისტემ სასწაულები არ მოახდინა.
No, Jesus Christ didn't perform miracles.

Function: Narrating experiences and telling stories
Context: Teaching the Savior's earthly ministry

Scenario

You are meeting with an investigator discussing Christ's ministry. You ask him/her "What are some things Jesus Christ did while on the earth?"

1. Practice: In pairs, one missionary will take the investigator and the other fill the role of the missionary. Use the board display and any other grammar you know to tell about Christ's earthly ministry.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: იესო ქრისტემ დააარსა ეკლესია?
Missionary: დიახ, იესო ქრისტემ დააარსა ეკლესია.

Additional Scenario(s)

The same question is asked only this time in a Sunday school class. Write the questions and answers given on the chalk board. Be sure to respond positively to people's participation.

ცოდნა with Ergative Case

p. 244 Aronson
p. 62 Nikolaishvili

ჩვენ	ვიცით	თუ რა არის მართალი.	?
We	*know*	*what is right.*	

დიახ,
Yes,
არა,
No,

ღმერთ(ი) — არ
God — *not*
ადამ(ი)
Adam
ეშმაკ(ი) — +მა
devil
ხალხ(ი)
People

ევა
Eve
კაცობრიობა — +მ
mankind

to know

Present

ვიცი	ვიცით
იცი	იცით
იცის	იციან

Past

ვიცოდი	ვიცოდით
იცოდი	იცოდით
იცოდა	იცოდნენ

მე *I*	ჩვენ *we*
შენ *you*	თქვენ *you*
მან *he/she/it*	მათ *they*

თუ რა არის მართალი
what is right
სიკეთე და ბოროტება
good and evil
რომ ეს მოხდებოდა
that this would happen
ღმერთის ნება
God's will
ხსნის გეგმა
plan of salvation
იესო ქრისტეს შესახებ
about Jesus Christ
სიხარული და უბედურება
joy and misery
ტკივილი
pain
ავადმყოფობა
sickness
მცნებები
commandments
გაჭირვება
hardships

ადამმა იცოდა ხსნის გეგმა?
Did Adam know the plan of salvation?
დიახ, ადამმა იცოდა ხსნის გეგმა.
Yes, Adam knew the plan of salvation.
არა, ადამმა არ იცოდა ხსნის გეგმა.
No, Adam didn't know the plan of salvation.

Function: Asking about and describing actions and events
Context: Teaching about the fall and agency

Scenario

You are meeting with an investigator and have planned to teach about Agency and the Fall of Adam. Use the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill the role of the missionary. Teach about Agency and the Fall of Adam and, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: ადამმა არ იცოდა რომ ეს მოხდებოდა?
Missionary: დიახ, მაგრამ ჩვენ ვიცით რომ ღმერთმა იცოდა რომ ეს მოხდებოდა .

Additional Scenario(s)

Practice teaching someone who asks why God let this bad thing (the fall) happen.

Dative Postpositions

p. 90-91 Aronson
p. 56, 115 Nikolaishvili

	ჩვენ *We*	ზეცაში *in heaven*				ვცხოვრობდით. *were living.*
დიახ, Yes, არა, No,	ღმერთმა *God (ergative)* მამაზეციერმა *Heavenly Father (erg.)* ჩვენ *we* შენ *you* ის *he*	ზეცა *heaven* დედამიწა *earth* ხსნის გეგმა *plan of salvation* ჩვენ *us* რა…? *what…?* მამაზეციერ(ი) *Heavenly Father* ოჯახ(ი) *family* ღვთის გარემოცვა *God's presence* იესო ქრისტე *Jesus Christ* სად…?	+	ში in ზე *on, at, about* თან* *by, near, with* თან* ერთად together with, as one	არ *not*	გამოგვაგზავნა *he/she/it sent us* გვასწავლა *he/she/it taught us* ვცხოვრობდით *were living* ცხოვრობდა *he/she/it lived* ვიცოდით *we knew* ვიყავით *we were*

?

ჩვენ ღვთის გარემოცვაში ვიყავით?
Were we in the presence of God?
დიახ, ჩვენ ღვთის გარემოცვაში ვიყავით.
Yes, we were in the presence of God.
არა, ჩვენ ღვთის გარემოცვაში არ ვიყავით.
No, we were not in the presence of God.

* ს *is used with endings other than* ი

Function: Asking about and describing actions and events
Context: Teaching about the pre-earth life

Scenario

Last time you met with this new member you reviewed the plan of salvation, and found they had many questions, but you were out of time. You asked them to write down their questions and you would talk about them next time. Use the board display and any other grammar principles to discuss their questions.

1. Practice: In pairs, one missionary will take the role of a new member and the other fill the role of the missionary. Each missionary take time to write down their questions for when they are playing the role of the investigator. Read the questions about pre-earth life and help answer them, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: ჩვენ ვიყავით ღვთის გარემოცვაში?
Missionary: დიახ, ჩვენ ვიყავით ღვთის გარემოცვაში.

Additional Scenario(s)

You are teaching about the Plan of Salvation. Try introducing your lesson starting with the pre-earth life. Help the investigator understand their relationship to God the Father and Jesus Christ.

Verb of Motion

იესო ქრისტე	ზეცაში		ავიდა.		
Jesus Christ	*in heaven*		*went up.*		

? p. 93-94, 117, 472-473 Aronson
p. 57-59 Nikolaishvili

იესო ქრისტე	ზეცაში		მო		
Jesus Christ	*in heaven*		*toward/come*		
ჩვენ	დედამიწაზე	არ	წა	+	
we	*on earth*	*not*	*away/go*		
ბოროტები	სამოთხეში		გა(მო)		
the wicked	*in paradise*		*out (come)*		
მორჩილები	სულების სამყაროში		შე(მო)		
the obedient	*in the spirit world*		*in (come)*		
ყველა	საპყრობილეში		ა(მო)	+	
everyone	*in prison*		*up (come)*		
სული	ღმერთთან		ჩა(მო)		
spirit	*near God*		*down (come)*		
სხეული	მიწაში		მი		
body	*in the ground*		*away/go*		
მკვდრები	ღვთის გარემოცვაში			+	
the dead	*in God's presence*				
	ერთ-ერთ სამეფოში				
	in one of the kingdoms				
	სამსჯავროზე				
	at judgement				
	ჯოჯოხეთში				
	in hell				
	სად…?				
	where…?				

Present

ვდივარ	ვდივართ
დიხარ	დიხართ
დის	დიან

Past

ვედი	ვედით
ხვედი	ხვედით
ვიდა	ვიდნენ

Future

ვალ	ვალთ
ხვალ	ხვალთ
ვა	ვლენ

დიახ,
Yes,
არა,
No,

ჩვენ ზეცაში წავალთ?
Will we go to heaven?
დიახ, ჩვენ ზეცაში წავალთ.
Yes, we will go to heaven.
არა, ჩვენ ზეცაში არ წავალთ.
No, we will not go to heaven.

Function: Asking and answering questions of time, date, and location
Context: Teaching about life after death

Scenario

You are teaching an investigator about the Plan of Salvation. You ask them, “do they know what happens when we die?” Use the board display and an other grammar principles you may know to teach.

1. Practice: In pairs, one missionary will take the role of a investigator and the other fill the role of the missionary. Teach about life after death, where appropriate, bear testimony, invite and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: ჩვენ ზეცაში წავალთ?
Missionary: დიახ, ჩვენი სხეული მიწაში შევა, ჩვენი სული კი სულების სამყაროში წავა.

Additional Scenario(s)

Using the grammar display as a guide try describing your day today, where you went, where you are going and where you will be going. Then describe your companions’ day to someone else.

Adjective Declension (Dative)

	შეიძლება შეხვდეთ *We may meet*	სამშაბათს *on Tuesday*	ექვს *six*	საათზე *at hour*
დიახ, Yes, არა, No, არ not სად…? where…? როდის...? when…?	შეიძლება შევხვდეთ *we may meet* შეიძლება მოგინახულოთ *we may come by and see you* გეცლებათ *you will have time* მეცლება *I will have time* მოგვრძანდით! *come by!*	ორშაბათს *on Monday* სამშაბათს *on Tuesday* ოთხშაბათს *on Wednesday* ხუთშაბათს *on Thursday* პარასკევს *on Friday* შაბათს *on Saturday* კვირას *on Sunday* დღეს *today* ხვალ *tomorrow* ზეგ *the day after tomorrow* მაზეგ *the day after the day after tomorrow*	პირველ ი *first* სამ ი *three* ექვს ი *six* თორმეტ ი *twelve* რომელ ი *which…?* რვა *eight* ცხრა *nine*	? საათზე *at hour*

p. 47 Aronson
p. 76 Nikodaishvili

სამ საათზე გეცლება?
Will you have time at three o'clock?
დიახ, სამ საათზე მეცლება.
Yes, I will have time at three o'clock.
არა, სამ საათზე არ მეცლება.
No, I will not have time at three o'clock.

Function: Asking and answering questions of time, date, and location
Context: Setting up an appointment

Scenario

You meet someone on the street, get to know them, and share a bit about our message. Ask if and when you can visit them. Confirm the appointment with them.

1. Practice: In pairs, one missionary will take the role of the street contact and the other fill the role of the missionary. Ask when would be a good time to visit. Confirm the time time with the contact.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Missionary: როდის შეიძლება მოგინახულოთ?
Investigator: მობრძანდით ექვს საათზე!
Missionary: ექვს საათზე გეცლაბათ?
Investigator: დიახ, მეცლება.

Additional Scenario(s)

In evening planning you will review the next weeks' schedule. Discuss which days and times you must meet with each of your investigators.

Imperative

დალოცე *Bless _____*	რომ *so that*	გაიგოს *he will understand*	შენი ნება. *thy will.*	?
მაპატიე *forgive me…*		შევასრულო *I will fulfill*	მცნებები *the commandments*	
დამეხმარე *help me...*	რომ *(so) that*	ვასწავლო *I will teach*	ჩემი ცოდვები *my sins*	
მასწავლე *teach me…*		გავიგო *I will understand*	ძალით *with power*	
დამლოცე *bless me…*	არ *not*	ვიგრძნო *I will feel*	მოთმინებით *with patience*	
დალოცე (ის) *bless him/her/it…*		იგრძნოს *he will feel*	რწმენით *with faith*	
დაეხმარე *help him/her/it...*		დაიცვას *he will keep*	ჯანმრთელობით *with health*	
		გაიგოს *he will understand*	შენი ნება *thy wil*	
			შინი სიყვარული *thy love*	
			ვალდებულები *commitments*	

დიახ,
Yes,
არა,
No,
რატომ
why…?

p. 145, 439 Aronson
p. 87 Nikolaishvili

დამეხმარე რომ ვასწავლო ძალით?
Did you help me to teach with power?
დიახ, დაგეხმარე რომ ასწავლო ძალით.
Yes, I helped you to teach with power.
არა, არ დაგეხმარე რომ ასწავლო ძალით.
No, I didn't help you to teach with power.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Asking for specific needs

Scenario

You are teaching your investigator the important of asking for specific blessings in prayer. Use the board display and any other grammar principles that you may know to practice teaching an investigator how to ask for specific blessings for themselves and others.

1. Practice: In pairs, one missionary will take the role of an investigator and the other fill the role of the missionary. Teach about asking for specific blessings in prayer, bear testimony and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: შეიძლება ვთქვა „დამეხმარე რომ გავიგო შენი ნება?“
Missionary: დიახ, შეიძლება თქვა „დამეხმარე რომ გავიგო შენი ნება.“

Additional Scenario(s)

Imagine it is companionship inventory. Your companion asks if there is anything they can help you with. Ask your companion for help in specific areas. Use board display as a guide as well as objective order.

Optative

p. 142-144 Aronson

სიგარეტები	არ		უნდა	მოწიოთ						
Cigarettes	*not*			*you should smoke.*						

?

დიახ,	სიგარეტები	არ		უნდა	მო			წი		
Yes,	cigarettes	not						smoke		
არა,	სპირტი			უნდა	და			ლი		
No,	alcohol							drink		
	ნარკოტიკი			უნდა	გა	3	3	იკეთ	ო	ოთ
	narcotics					~	~	do (drugs)	ო	ოთ
	ჯანსაღი საკვები			უნდა	შე	~	~	ჭამ	ოს	ონ
	healthy foods							eat		
	მავნე ნივთიერებებს		თავი	უნდა	ა			არიდ		
	harmful substances							avoid		
	ყავა		თავი	უნდა	და			ანებ		
	coffee							quit		
	ჩაი									
	tea									

ყავა უნდა დავლიო?
Should I drink coffee?
დიახ, ყავა უნდა დალიო.
Yes, you should drink coffee.
არა, ყავა არ უნდა დალიო.
No, you shouldn't drink coffee.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching the Word of Wisdom

Scenario

You are meeting with some youth from the branch. You and your companion decide to give a lesson on the Word of Wisdom. Teach about the important principles of the Word of Wisdom. Use the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of a youth member and the other fill the role of the missionary. Teach about the Word of Wisdom, check for understanding and, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and repeat the practice activity.
Example:
Investigator: რატომ არ უნდა დავლიო ყავა?
Missionary: მავნე ნივთიერებებს თავი უნდა ავარიდოთ.

Additional Scenario(s)

Your investigator wants to know what the Word of Wisdom entails. Teach about the basics of the word of wisdom and invite them to live it. Address any concerns they might have. Make plans to help them quit using any addictive substances. Write down the plan. Take turns in each role.

3rd Conjugation (ობ/ებ/Ø)

p. 62 Nikolaishvili

ღმერთი	დღეს		ლაპარაკობს.	
God	*today*		*speaks.*	?

დიახ, Yes,
არა, No,

თომას მონსონი
Thomas Monson
ღმერთი
God
იესო ქრისტე
Jesus Christ
ადამიანი
man
სულიწმინდა
the Holy Ghost

დღეს
today
ღმერთთან
with God
ადამიანთან
with man
რწმენით
with faith
ჩვენთან
with us
დიდ როლს
a big role
ეკლესიას
church

არ
not

1	3	**Present**
2	~	~
3	~	**Future**
		ი

არსებ
exist
ლაპარაკ
speak
საუბრ
converse
ცხოვრ
live
თამაშ
play
ხელმძღვანელ
lead
შრომ
labor

Present	~	თ
ობ	~	თ
Future	ს	ენ
ებ		

მე *I*	ჩვენ *we*
შენ *you*	თქვენ *you*
ის *he/she/it*	ისინი *they*

სულიწმინდა ჩვენთან საუბრობს?
Does the Holy Ghost converse with us?
დიახ, სულიწმინდა ჩვენთან საუბრობს.
Yes, the Holy Ghost converses with us.
არა, სულიწმინდა ჩვენთან არ საუბრობს.
No, the Holy Ghost doesn't converse with us.

Function: Narrating experiences and telling stories
Context: Testify about God and revelation

Scenario

You are meeting with someone new to religion and have invited them to pray. They wonder if God exists and if he can communicate with us. Use the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill the role of the missionary. Teach and bear testimony about God, and revelation through prayer.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: სულიწმინდა ჩვენთან საუბრობს?
Missionary: დიახ, სულიწმინდა ჩვენთან საუბრობს.

Additional Scenario(s)

You have recently heard that a member in a previous area is facing many challenges and has become less-active in church. You decide to write them a letter to encourage and reminding them of the power of prayer and revelation from God. Write the letter on scratch paper and have your companion read it and write a response.

Comitative Verbs

	ჯოზეფ სმითი *Joseph Smith*	ღმერთს *God*		შეეკითხა. *asked.*					
									p. 209-210 Aronson
								?	p. 155 Nikolaishvili
დიახ, Yes,	ჯოზეფ სმითი *Joseph Smith*	ღმერთს *God*	არ *not*	შე		კითხ *to ask*		Past	
არა, No,	ღმერთი *God*	სექტას *sect*		და		ლაპარაკ *to talk with*		ე ე	ეთ ეთ
	ღმერთი და იესო *God and Jesus*	ჯოზეფ სმითს *Joseph Smith*		შე	ვე ე	ერთ *to join*	+	ა	ნენ
	ქრისტე *Christ*	ანგელოზს *angel*		და	ე	ხმარ *to help*		Future	
	ანგელოზი *angel*	მღვდელს *priest/clergyman*		და		მორჩილ *to obey*	+	ები ები	ებით ებით
		იესო ქრისტეს *Jesus Christ*		გამო		ცხად *to appear to*		ება	ებიან
		ვის…? *whom…?*		მო		მზად *to get ready*			
		წიგნის თარგმნისთვის *for translating the book*							
		ეკლესიის აღდგენისთვის *for restoring the church*							

ჯოზეფ სმითი ანგელოზს დაემორჩილა?
Did Joseph Smith obey the angel?
დიახ, ჯოზეფ სმითი ანგელოზს დაემორჩილა.
Yes, Joseph Smith obeyed the angel.
არა, ჯოზეფ სმითი ანგელოზს არ დაემორჩილა.
No, Joseph Smith didn't obey the angel.

Function: Narrating experiences and telling stories
Context: The first vision and the restoration

Scenario

You gave your investigator the assignment to read the booklet on the Restoration. He/she has questions about what they read. Listen to their questions and help clarify if necessary.

1. Practice: In pairs, one missionary will take the role of a investigator and the other fill the role of the missionary. Using your board display and any other grammar you already know ask questions about what you read. Re-practice: Switch roles and teaching companions and repeat the practice activity.

2. Re-practice: Example:
Investigator: ღმერთი იოსებ სმითს გამოეცხადა?
Missionary: დიახ, ღმერთიც და იესო ქრისტეც კი გამოეცხადნენ იოსებ სმითს.

Additional Scenario(s)

You and your companion are street contacting. You only have a few moment to share the message of the restoration. Using the board display try explaining the restoration in less than 1 minute.

Possessive Pronoun Declension (Dative)

p. 28, 76 Nikolaishvili

	ჩვენს *Our*		შეცდომას *mistake*		ვაღიარებთ. *we recognize.*

?

დიახ, Yes, არა, No,	ჩემ ი *my* ჩვენ ი *our* შენ ი *your* თქვენ ი *your (pl.)* - - - - - - - - - - -- მის ი *his/her/its* მათ ი *their* ვის ი…? *whose…?*	+ს	შეცდომას *mistake* ცოდვას *sin* მამაზეციერთან *with Heavenly Father* შენდობას *forgiveness* მსახურებთან *with servants* ხელმძღვანელთან *with leader* მცნებებს *commandments* ეპისკოპოსთან *with bishop* სულს *spirit* საქციელზე *for our behavior*	არ *not* როდის *when…?* რატომ *why…?* როგორ *how…?* ვისთან *with who…?*	ვაღიარებთ *we recognize* ვამბობთ აღსარებას *we confess* ვასწორებთ *we correct* ვთხოვთ *we ask for* ვიმეორებთ *we repeat* ვემორჩილებით *we obey* განვიცდით სინანულს *we feel regret*

მის მსახურებთან ვამბობთ აღსარებას?
Do we confess to his servants?
დიახ, მის მსახურებთან ვამბობთ აღსარებას.
Yes, we confess to his servants.
არა, მის მსახურებთან არ ვამბობთ აღსარებას
No, we don't confess to his servants.

Function: Asking about and expressing possession and ownership
Context: Teaching about repentance

Scenario

You are meeting with an investigator who is preparing for baptism. You and your companion decide to give a lesson on repentance to help them understand how it works before and after baptism. Teach about repentance. Use the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of a youth member and the other fill the role of the missionary. Teach about time and place for repentance, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: ჩემს საქციელზე განვიცდი სინანულს.
Missionary: კარგია რომ შენს შეცდომას აღიარებ.

Additional Scenario(s)

You are teaching a lesson in Sunday school. Discuss when and how repentance is to happen.

Optative (want to, need to)

p. 142-144 Aronson
p. 100 Nikolaishvili

მას	უნდა	წაიკითხოს	წიგნი.
He	*wants*	*to read*	*the book.*

?

დიახ, Yes,
არა, No,
რატომ why…?

		მინდა	გვინდა		წა		იკითხ			
		გინდა	გინდათ				*read*			
	არ	უნდა	უნდათ	რომ	გა		იგ			წიგნი - *book*
	not			*so that*			*find out*			თავი - *chapter*
მას		*want(s) to*			მი	ვ	იღ	ო	ოთ	ლექს(ი) +ები - *verse+s*
he/she/it						~	*receive*	ო	ოთ	ღმერთს - *God*
(wants to)		უნდა			გა	~	იაზრ	ოს	ონ	იოსებ სმითის შესახებ
მან		*need(s) to*					*ponder*			*about Joseph Smith*
he/she/it							ილოც			პასუხი - *answer*
(needs to)							*pray*			ჭეშმარიტება - *truth*
							იფიქრ			სული წმინდა - *Holy Ghost*
							think			დამოწმება - *witness*
							თხოვ			ნამდვილი განზრახვით
							ask of			*with real intent*
							იგრძნ			
							feel			

გინდათ მიიღოთ პასუხი?
Do you want to receive an answer?
დიახ, მინდა მივიღო პასუხი.
Yes, I want to receive an answer.
არა, არ მინდა მივიღო პასუხი.
No, I don't want to receive an answer.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about receiving and acting on an answer.

Scenario

Your Investigator hasn't been keeping their commitments to read and pray, making it difficult to understand their level of interest. Use the board display and any other grammar principles to teach.

1. Practice: In pairs, one missionary will take the investigator and the other fill the role of the missionary. Ask your investigator about their desires to know the truth and act on it. Teach them about the actions required in seeking, receiving and acting answers to prayer.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Missionary: გინდა მიიღო პასუხი?
Investigator: დიახ, მინდა მივიღო პასუხი.

Additional Scenario(s)

You are meeting with a long-time member who gave you a number of referrals. You want to discuss their friends' progress and what the member might do to help them. Use the board display and other grammar you may know. One missionary take the role of the member, the other take the role of the missionary. (Make a list of a few names and the commitments they are or aren't keeping). Switch role and re-practice.

Future Participle (In Adverbial)

p. 180-181 Aronson

		მოვიდა დედამიწაზე *He came to earth*	ხსნის გეგმის *the plan of salvation*	შესასრულებლად. *to fulfill*			
დიახ, Yes, არა, No,	არ *not*	მოვიდა დედამიწაზე *he came to earth*	ხსნის გეგმის *plan of salvation*	შე	+სა	სრულ(ება) *to fulfill*	?
		გამოეცხადა იოსებ სმითს *he appeared to Joseph Smith*	ეკლესიის *church*	ჩამო	+სა	ყალიბ(ება) *to establish*	+ ებლად
		მოკვდა ჯვარზე *he died on the cross*	ჩვენს *us*		+სა	სწავლ(ება) *to teach*	
		იტანჯა ბაღში *he suffered in the garden*	ფიზიკური სხეულის *physical body*	გამო	+სა	ცდ(ა) *to test/try*	+ ელად
		გვაძლევს მცნებებს *he gives us commandments*	სიკვდილის *death*		+სა	ხსნ(ა) *to save*	
			ჩვენი ცოდვების *our sins*	გა	+სა	გ(ება) *to understand*	+ ებად
			გაჭირვების *hardships*	მი	+სა	ღ(ება) *to receive*	
			სახარების *gospel*	და	+სა	ძლ(ევა) *to overcome*	+ ევად
				აღ	+სა	დგ(ენა) *to restore*	+ ენად
				გამო	+სა	სყიდ(ვა) to atone for	+ ად

გვაძლევს მცნებებს ჩვენს გამოსაცდელად?
Does he give us commandments to test us?
დიახ, გვაძლევს მცნებებს ჩვენს გამოსაცდელად.
Yes, he gives us commandments to test us.
არა, არ გვაძლევს მცნებებს ჩვენს გამოსაცდელად.
No, he doesn't give us commandments to test us.

Function: Asking about and describing actions and events
Context: Describing the role of the savior

Scenario

You are meeting with some youth from the branch. You and your companion decide to give a lesson on the role of the Savior in our lives. Teach about the role of Jesus Christ, how he has helped you, and ask what the Savior means to them. Use the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of a youth member and the other fill the role of the missionary. Teach about the role of the Savior, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Missionary: იესო ქრისტემ რატომ მოვიდა დედამიწაზე?
Youth: მოვიდა ხსნის გეგმის შესასრულებლად.

Additional Scenario(s)

You are asked by the branch president to speak in church on the role of the Savior. Write a brief talk (1-3 minutes) using the board display and any other grammar you know to teach about and share your testimony of the Savior. Then practice giving this talk as your companion translates it into English for the American members.

Conceptual Activity: Active vs Passive Voice

INSTRUCTIONS: *Identify whether the following sentences are in active or passive voice. Passive voice means the subject of the sentence is receiving the action. Tip: "be, been, being" + verbs are usually indicators of passive voice. Active voice is when the subject of the sentence is doing the action.*

1. I am <u>being</u> baptized.
2. He was <u>searching</u> for <u>the gospel</u>.
3. It will <u>bless him</u>.
4. You can <u>be</u> forgiven of all your sins.
5. I have <u>found the truth</u>.
6. Christ <u>was teaching the gospel</u>.
7. He <u>gave him the book</u>.
8. Will you <u>baptize her</u>?
9. You will <u>be warned</u> of dangers.
10. You will <u>be guided</u> by the Holy Ghost.
11. You wisdom and knowledge will <u>be increased</u>.
12. The Lord has <u>given us commandments</u>.
13. The commandments <u>been taught</u> to us.
14. <u>Study the scriptures</u> daily.
15. The scriptures should <u>be studied</u> daily.
16. Through service you will <u>be blessed</u>.
17. You will <u>bless others</u> through service.
18. The truth has <u>been restored.</u>
19. Joseph Smith <u>restored the truth</u>.
20. You can <u>change someone's life</u> through sharing the gospel.
21. Someone can <u>be changed</u> by learning of the gospel.
22. We are to <u>lift</u> and <u>strengthen</u> our <u>brothers and sisters</u>.
23. We can <u>be lifted</u> and <u>be strengthened</u> by our brothers and sisters.
24. We should forgive others.
25. You also can be forgiven.
26. We will be humbled by our weaknesses.
27. The Lord can humble us by our weaknesses.
28. We can overcome sin.
29. We can be overcome by sin.
30. Satan tries to tempt us.
31. Some people are tempted by one sin and not by another.
32. Jesus followed every commandment perfectly.
33. He was followed by imperfect men.
34. The prophet is being called of God.
35. He leads the church by revelation.
36. Christ's church has always been led by revelation.
37. Angels speak by the power of the Holy Ghost.
38. The word of God is spoken by angels.
39. We were converted when we prayed about the Book of Mormon.
40. Praying about the Book of Mormon converted us.
41. Faith precedes miracles.
42. Miracles must be preceded by faith.
43. He was nailed to a cross.
44. They crucified Jesus.
45. Plain and precious truths were lost.
46. Some even changed the Bible.
47. The gospel doesn't change.
48. Anciently God revealed his gospel to his prophets.
49. The gospel has been revealed to a prophet again today.
50. Our family can be united after death.
51. The righteous will be saved.
52. The book was translated by inspiration.
53. Joseph translated for months.
54. It was published as The Book of Mormon.
55. God loves us.
56. We are loved by God.
57. We can be received into heaven.
58. You can be married in the temple for all eternity.
59. Temple ordinances seal families to each other.
60. We can face our trials with faith.
61. We may be faced with difficult trials.
62. You must set an example for others.
63. The example has been set for us by Christ.
64. Through him, we can be cleansed from sin.

Passive Voice (დება)

p. 61-62, 65 Aronson
p. 70-73 Nikolaishvili

ჩვენ	ღმერთთან		უნდა	დავბრუნდეთ.
We	*with God*		*must*	*return.*

?

დიახ, Yes,
არა, No,

მე *I*	ჩვენ *we*	ღმერთთან *with God*	არ *not*	უნდა *must*	და		ბრუნ *be returned*		**Future Ending**
შენ *you*	თქვენ *you*	აუცილებლად *inevitably*			გა		სამართლ *be judged*		დები / დებით დები / დებით დება / დებიან
მან *he/she/it*	მათ *they*	რწმენით *by faith*			გა	3	ძლიერ *be strengthened*	+	**Optative Ending**
		ბოლოსდაბოლოს			შე	~	სრულ		დე / დეთ
ყველა		*in the end*				~	*be fulfilled*		დე / დეთ
everyone		სახარებით			გან		ხორციელ		დეს / დნენ
ღმერთის გეგმა		*by the gospel*					*be brought to pass*	+	**Aorist Ending**
God's plan					ა		მაღლ		დი / დით
ოჯახი							*be exalted*		დი / დით
family					გა		ერთიან		და / დნენ
							be united	+	

მე აუცილებლად გავსამართლდები?
Will I inevitably be judged?
დიახ, შენ აუცილებლად გასამართლდები.
Yes, you will inevitably be judged.
არა, შენ აუცილებლად არ გასამართლდები.
No, you won't inevitably be judged.

Function: Asking about and describing actions and events
Context: Teaching about the plan of salvation

Scenario

You are meeting with your investigator and have taught about the Plan of Salvation. You ask your investigator to summarize what they've understood. Use the board display and any other grammar principles you may know to ask questions and summarize what you've learned.

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill the role of the missionary. Summarize your understanding of the Plan of Salvation. Summarize and seek clarification of the principles of the Plan of Salvation you may not understand.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: ოჯახი რითი გამლიერდება?
Missionary: ღმერთის გეგმით ოჯახები გაერთიანდებიან.

Additional Scenario(s)

You are in a Sunday school lesson and the teacher asks you to write the Plan of Salvation on the board and explain it basically to the class. One of you be the teacher and the other the class member.

4th Conjugation

მე	იესო ქრისტე		მწამს.
I	*Jesus Christ*		*have faith in.*

p. 332-338 Aronson
p. 34, 40, 74, 86 Nikolaishvili

?

მე	იესო ქრისტე	არ	
I	*Jesus Christ*	*not*	
შენ	ღმერთი		დაჯერება
you	*God*		*to believe in*
მას	სამება		
he/she/it	*the Trinity*		
ჩვენ	ეს ეკლესია		
we	*this church*		
თქვენ	სასწაულები		
you all	*miracles*		
მათ	წინასწარმეტყველები		რწმენა
they	*prophets*		*to have faith in*
	ბიბლია		
	the Bible		
	რა…?		
	what		
	სულიწმინდა		
	Holy Ghost		
	ბიბლია		
	the Bible		

მჯერა	გვჯერა
გჯერა	გჯერათ
სჯერა	სჯერათ

მწამს	გვწამს
გწამს	გწამთ
სწამს	სწამთ

დიახ,
Yes,
არა,
No,

შენ სასწაულების გჯერა?
Do you believe in miracles?
დიახ, მე სასწაულების მჯერა.
Yes, I believe in miracles.
არა, მე სასწაულების არ მჯერა.
No, I don't believe in miracles.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Testifying and talking about religion

Scenario

You are street contacting. Practice various conversation starting questions that help you get to know where a person is spiritually.

1. Practice: In pairs, one missionary will take the role of a street contact person and the other fill the role of the missionary. Ask questions, dive into the topics that the person has questions about.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Missionary: თქვენ სასწაულების გჯერათ?
Contact: არა, მე სასწაულების არ მჯერა.
Missionary: მართლა? რის გჯერათ?

Additional Scenario(s)

Someone approaches you on the street and ask „რის გჯერათ?" Share you beliefs and ask about theirs. Where appropriate, invite them to learn more.

Passive Voice (ება)

p. 62-65, 439-440 Aronson
p. 70-73, 86 Nikolaishvili

ჯოზეფ სმითი	მამაცურად		იწამა.
Joseph Smith	*courageously*		*was martyred.*

?

დიახ,
Yes,
არა,
No,

ჯოზეფ სმითი	ბრბოს მიერ	არ	გან			დევნ		
Joseph Smith	*by a mob*	*not*				*cast out*		**Past**
ქრისტეს მიმდევრები	ქვეყნიდან		მო			ნათლ		ე / ეთ
Christ's followers	*from the land*					*baptize*		ე / ეთ
ადრინდელი	ძლიერ		მო			კლ*	+	ა / ნენ
ქრისტიანები	*greatly*					*kill*		
early Christians	რწმენის გამო		და	1	ვი	ღუპ		
ეკლესიის წევრები	for faith			2	ი	perish		
church members	მამაცურად		და	3	ი	მალ		**Future**
პეტრე	courageously					hide	+	ები / ებით
Peter	კუნძულზე		და			სჯ*		ები / ებით
იოანე	on island					punish		ება / ებიან
John	ქრისტეს		შე			ცვლ*		
პავლე მოციქული	გულისთვის					*change*		**Past Continuous**
Paul the apostle	*for Christ's sake*					წამ	+	ებოდი / ებოდით
	რატომ...?					martyr		ებოდი / ებოდით
	why…?					ტანჯ		ებოდა / ებოდნენ
						suffer		

ეკლესიის წევრები ძლიერ იტანჯებოდნენ?
Were the church members suffering much?
დიახ, ეკლესიის წევრები ძლიერ იტანჯებოდნენ.
Yes, the church members were suffering much.
არა, ეკლესიის წევრები ძლიერ არ იტანჯებოდნენ.
No, the church members weren't suffering much.

**Disregarding the aorist stem change*

Function: Narrating experiences and telling stories
Context: Sacrifices people make for the gospel

Scenario

You are meeting with an youth member who is facing persecution for his involvment in the church. You and your companion decide to teach him about the suffering and sacrifice of early saints to help him find strength and encouragement. Use the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of a youth member and the other fill the role of the missionary. Teach about the sacrifice and suffering of early saints, where appropriate, bear testimony and help the young person relate this to themselves.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Youth Member: ქრისტეს მიმდევრები რატომ მოიკლნენ?
Missionary: ისინი რწმენის გამო იწამნენ.

Additional Scenario(s)

You are teaching someone about the principle apostasy and restoration. Share example of Saints in all ages who suffered and sacrificed for the Gospel's sake.

Conceptual Activity: Passive Voice and Passive Participles

INSTRUCTIONS:

Identify whether the following sentences use the passive voice or a perfect participle. Passive voice is a verb conjugation indicating that the subject is being acted upon. A perfect participle is an adjective derived from a verb which is used to describe a noun. (ex. simplified hymns)

1. He is an ordained elder.
2. He was ordained by his father.
3. This oil has been consecrated.
4. They annointed her with consecrated oil.
5. She was healed.
6. Her healed hand is a testament to God's power.
7. She is very prepared to receive the gospel.
8. She was prepared at an early age.
9. She will be baptized next week.
10. Baptized members are called Saints.
11. Blessings are promised to those who get baptized.
12. We must stay true in order to receive the promised blessings.
13. We will be blessed if we keep our covenants.
14. Covenants are broken when we disobey God.
15. Broken promises will do us no good.
16. Many have died without baptism.
17. We can be baptized for our dead ancestors.
18. The Book of Mormon is the record of a fallen people.
19. They fell because of pride.
20. The plates were hidden by Moroni.
21. Moroni gave Joseph the hidden plates.
22. Others were forbidden to see them.
23. The plates were translated by Joseph.
24. He didn't know reformed Egyptian.
25. He lended the translated book to his friend Martin.
26. The translation was lost.
27. The lost manuscript was never recovered.
28. It was altered by Joseph's enemies.
29. They wanted to show everyone the altered version in order to destroy Joseph.
30. Much was learned by Joseph because of his mistake.
31. Learned men were trying to destroy God's kingdom.
32. His gift of translation was taken away.
33. His sins were forgiven.
34. He was a chosen servant of God.
35. He was chosen to establish the Church of Jesus Christ.
36. Through him, the gospel was restored.
37. The restored gospel is the key to happiness.
38. Revealed truth is church doctrine.
39. Truth is revealed to prophets by God.
40. Prophets are enlightened men.
41. We can all be enlightened through fasting and prayer.
42. The resurrected Christ guides His church.
43. We came to earth to be tested.
44. Our loyalty is proven when we keep the commandments.
45. God's proven children will return to Him.
46. They will be saved.
47. Through Christ we can be cleansed from sin.
48. Those who have been defeated in life can rejoice.
49. Defeated souls will find refuge in Christ's teachings.
50. Many other prophesied events happened after Christ's death.
51. It was prophesied that people would reject His Apostles.
52. Even respected church leaders were persecuted.
53. Paul was respected by many Gentiles.
54. The newly established church struggled.
55. It was established on the principles which Jesus taught.
56. Some church leaders were killed.
57. Offended people killed them.
58. They were offended by Christ's doctrine.
59. Without revelation, church members were misguided.
60. Some misguided individuals taught heresy for doctrine.
61. Official church teachings were changed over time.
62. Changed ordinances were no longer accepted by God.
63. The unified church was splintered into many sects.

Perfect Participle

	ჯოზეფ	არჩეული			იყო.	?
	Joseph	*chosen*			*was.*	

p. 134-135, 299-301 Aronson
p. 140 Nikolaishvili

დიახ,	ჯოზეფ	და	ბნ(ევა)		არ	
Yes,	Joseph		confused		not	
არა,	წიგნი	ა	რჩ(ევა)	+ ეული		
No,	book		chosen			
	ხალხი	აღ	დგ(ენა)	+ ენილი		
	people		restored			
	ქრისტე	და	წერ(ა)			
	Christ		written			
	სახარება	გადა	თარგმნ(ა)	+ ილი		
	gospel		translated			
	ანგელოზი	გა	გზავნ(ა)			
	angel		sent			
	გამოცხადება	გამო	ცხად(ება)	+ ებული		
	revelation		revealed			
	მორმონის წიგნი	მო	წოდ(ება)			
	The Book of Mormon		called			
		და	მალ(ვა)	+ ული		
			hidden			
		აღ	±მ დგ(ომა)	+ არი		
			resurrected			

ვიყავი I was	ვიყავით we were
იყავი you were	იყავით you all were
იყო he was	იყვნენ they were

ვიქენი I was	ვიქენით we were
იქენი you were	იქენით you all were
იქნა he was	იქნენ they were

ქრისტე აღმდგარი იყო?
Was Christ resurrected?
დიახ, ქრისტე აღმდგარი იყო.
Yes, Christ was resurrected.
არა, ქრისტე აღმდგარი არ იყო.
No, Christ wasn't resurrected.

Function: Asking about and describing objects, people, and their characteristics
Context: Testifying of the Restoration

Scenario

You are talking with people on the street about our message and what our religion is all about. Teach and testify about the Restoration. Use the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of the street contact and the other fill the role of the missionary. Teach about the Restoration, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: იოსებ სმითი რისთვის მოწოდებული იქნა?
Missionary: იესო ქრისტეს ეკლესია აღდგენილი იქნა, იოსებ სმითის მეშვეობით.

Additional Scenario(s)

Practice bearing testimony of the restoration as you might in a testimony meeting.

2nd Conjugation with ომა/ედრა Endings

p. 244 Aronson
? p. 70, 140 Nikolaishvili

იესო ქრისტე	ჯვარზე		მოკვდა.
Jesus Christ	*on cross*		*died.*

დიახ,
Yes,
არა,
No,

იესო ქრისტე	ჯვარზე	არ	Preverb	+ Person		+ Stem
Jesus Christ	*on cross*	*not*				
ყველა	მკვდრეთით		მო	1st	3	კვდომა
everyone	*from the dead*					*to die*
იგი	ღმერთის მსგავსი		აღ	2nd	~	დგომა
he/she/it (repeated)	*like God*					*to be resurrected*
ვინ…?	ღმერთს		გა	3rd	~	ხდომა
who…?	*God*					*to become*
	ღმერთის წინაშე		შე			ხვედრა
	before God					*to meet*
	ამ ცხოვრებაში		წარ			დგომა
	in this life					*to appear*
	უკვდავი		შე			ცდომა
	immortal					*to make mistakes*
	მოციქულებთან		მო			ხდომა
	with the apostles					*to happen*
	მესამე დღეს		მი			ხვედრა
	on the third day					to realize/get it
	სამსჯავროზე					
	at the judgment					
	რატომ…?					
	why…?					
	როდის…?					
	when…?					
	როგორ…?					
	how…?					

მე	ჩვენ
I	*we*
შენ	თქვენ
you	*you*
მან	მათ
he/she/it	*they*

Aorist Ending

ი	ით
ი	ით
ა	ნენ

Future Ending

ები	ებით
ები	ებით
ება	ებიან

ყველა მკვდრეთით აღდგება?
Will everyone rise from the dead?
დიახ, ყველა მკვდრეთით აღდგება.
Yes, everyone will rise from the dead.
არა, ყველა მკვდრეთით არ აღდგება.
No, everyone will not rise from the dead.

Function: Narrating experiencies and telling stories
Context: Teaching about the resurrection and judgment

Scenario

You and your companion have been teaching your investigator about the Resurrection and Judgement Day. You ask them if they questions about what you have taught. Use the board display and any other grammar principles that you may know to answer their questions.

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill the role of the missionary. Answer their questions about these principles and check for understanding.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.
Example:
Investigator: ვინ აღსდგება?
Missionary: ყველა აღსდგება.

Additional Scenario(s)

Find a passage in the scriptures that teaches about the Resurrection and Judgement Day. As you read practice explaining and summarizing the principles taught. Use the board display and any other grammar principles you may know to teach.

The Alphabet

This is the Georgian script, next to each letter is an English word in which the equivalent sound is underlined. The alphabet is fully phonetic, meaning that each letter is pronounced exactly the same no matter where is falls in a word. It is important to notice where each letter falls on the line when written.

ა = all ა

ბ = boy ბ

გ = girl გ

დ = dog დ

ე = egg ე

ვ = visit ვ

ზ = zebra ზ

თ = teeth თ

ი = eat ი

კ = count კ

ლ = love ლ

მ = mom მ

ნ = nice ნ

ო = ohio ო

პ = part პ

ჟ = genre ჟ

რ = ricardo რ

ს = sick ს

ტ = take ტ

უ = boot უ

ფ = pray ფ

ქ = caramel ქ

ღ = ghrr(growl) ღ

ყ = q+glottal ყ

შ = sheep შ

ჩ = chair ჩ

ც = pizza ც

ძ = needs ძ

წ = quits წ

ჭ = catch ჭ

ხ = bach ხ

ჯ = jail ჯ

ჰ = happy ჰ

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

Missionary Training Center